

DOCUMENT RESUME

ED 315 109

JC 900 089

TITLE Staff Development Program: 1989-90. Glendale Community College.

INSTITUTION Glendale Community Coll., CA.

PUB DATE Aug 89

NOTE 107p.; Uneven type quality in appendixes 1 and 15 of attachment.

PUB TYPE Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC05 Plus Postage.

DESCRIPTORS College School Cooperation; Community Colleges; *Faculty Development; Grants; *Inservice Education; Inservice Teacher Education; Outreach Programs; Program Administration; Program Costs; Program Descriptions; *Staff Development; Teacher Workshops; Two Year Colleges

IDENTIFIERS *California Human Resources Development Plans

ABSTRACT

In spring 1986, the Glendale Community College (GCC) Board of Trustees made a substantial financial commitment to establish and maintain a professional development program designed to benefit all full- and part-time college employees. The underlying goal of the staff development activities is to maximize student access and outcomes by synthesizing instructional and non-instructional services. The program is administered by a staff development officer (who is responsible for creating, planning, organizing, and implementing the college-wide program) and an advisory subcommittee. The staff development program includes the following components: (1) in-service professional development activities, including a guest lecture/workshop series, a faculty lecture series, special invitation lectures, lectures at lunch, computer literacy and software use instruction, minicourses and workshops, independent study, and in-service credit for participation in activities; (2) a grants program to fund innovative projects and scholarly research; (3) outreach programs, such as faculty lectures to a variety of community groups, a humanities partnership between GCC and local secondary schools; (4) faculty and management retreats at off-campus locations; (5) work-related seminars for classified staff; (6) financial support for conference attendance; and (7) tuition support for training and retraining. The report highlights the ways in which California Assembly Bill (AB) 1725 funding has enhanced GCC's ongoing efforts. Fourteen appendixes provide additional detail on the 1989-90 activities offered or supported by the staff development program. Attached is a separate report by Sharon Scull, Staff Development Office, presenting an evaluation of AB 1725 activities for the 6 months ending June 30, 1989 and of the AB 1725 Human Resources Development Plan 1989-90 and constituting the greater part of the document. (WJT)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



1500 North Verdugo Road
Glendale, CA 91208-2894
818-240-1000

STAFF DEVELOPMENT PROGRAM 1989-90

JC 900 089

John A. Davitt
Superintendent /President

Board of Trustees:
Rae Berry
Robert K. Holmes
Phillip C. Kazanjian
Dr. Kenneth N. Sweetnam
Ted W. Tiffany

Sharon D. Scull
Staff Development Officer

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. A. Davitt

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Glendale Community College is committed to providing instruction and employment opportunities free from discrimination, bias, or stereotyping based on sex, race, religion, national origin, age, handicap, or marital status.

INTRODUCTION

In the spring of 1986, the Glendale Community College Board of Trustees made a substantial financial commitment to establish and maintain a professional development program designed to benefit all full- and part-time college employees--instructional, classified, and administrative. The Staff Development Program emanates from the Office of the Superintendent President. The underlying goal of all GCC staff development activities is to maximize student access and outcomes by synthesizing instructional and non-instructional services. The program is closely attuned to long-range campus goals and aims, increased communication across academic and assignment disciplines, expanded awareness of cultural diversity, improved organizational dynamics, enriched college community, and heightened employment satisfaction.

SCOPE

The district regularly funds an array of professional development activities. GCC was the first community college in California to sponsor scholarly research and encourage publication with its associated peer review and interaction with colleagues. Such endeavors support faculty renewal. But grant support is not limited to the instructional staff. All employees are eligible for innovative projects grants that benefit instructional or institutional processes. In other areas, consultants provide management training and expertise in team building, decision making, strategic planning, governance, and managing the public. In-service courses, taught by regular faculty members, address various needs for thought and action. Courses in computer use range from introductory to sophisticated. Health and wellness activities emphasize nutrition, healthy heart, CPR, stress management, and exercise. Informative lectures explore widely diverse subjects, such as aircraft safety, opera, and ozone. Guest lecturers offer new scholarship, and nationally recognized authors involve staff and stu-

dents in the literary milieu. Outreach programs, such as partnerships with secondary schools and community lecture series, help faculty develop strategies for teaching traditional and non-traditional students. Off-campus retreats and seminars revitalize staff members.

The college intends to continue its commitment to professional development; AB 1725 funds have been used to supplement, rather than supplant, the district program by intensifying current efforts (such as microcomputer use training, cultural diversity awareness, and teaching critical thinking) and adding new areas of concentration (such as conference attendance, adjunct faculty mini retreats, and tuition support for training and retraining) as determined by comprehensive and informal needs assessments.

STAFF DEVELOPMENT OFFICER

The Staff Development Officer is responsible for creating, planning, organizing, and implementing a college-wide program that integratively and systematically addresses the needs of instructional, classified, and management staff; that is highly contributory to the educative process of students; and that is directed toward college goals, objectives, and strategic planning. The Staff Development Officer confers regularly with classified staff, faculty, and administration to revise the professional development in-service curriculum. Other responsibilities include arranging for consultants; coordinating conferences, retreats, and seminars; preparing reports, publications, and a variety of written communications; managing all phases of staff development grants (preparing application forms, publishing requests for proposals, consulting with and advising applicants, and serving as liaison between applicants and the advisory subcommittee, and supervising grant reporting procedures for accountability); creating new program components and offerings; and administering the AB 1725 human resources development program. The college president

appoints the Staff Development Officer, and both serve as ex officio members of the Advisory Subcommittee, which the Staff Development Officer chairs.

ADVISORY SUBCOMMITTEE

From the inception of the current district-funded program in March 1986, the Staff Development Advisory Subcommittee of the Executive Committee included representatives from faculty across the teaching disciplines, college and student services, classified staff, and administrative staff. To respond to the expanded role of staff development under AB 1725 legislation, the advisory subcommittee was enlarged to include affirmative action and institutional research resource persons; current membership is shown in *Appendix 1*. Members are appointed by constituent groups--the Academic Senate, the faculty and classified bargaining units, and the administration. Members serve in an advisory capacity, acting not only as liaison persons for their constituencies, but also as consensus seekers within the advisory subcommittee.

Responsibilities of members are (1) to attend advisory subcommittee meetings; (2) to suggest programs based on needs identified by their constituent groups; (3) to review major documents, such as the AB 1725 annual plan; (4) to advise and make recommendations on various staff development practices and procedures; and (5) to review and approve applications for grants, such as Innovative Projects and Scholarly Research Grants and for Summer Stipends. Members are also encouraged to participate in planning and offering of staff development activities in which they have interest or expertise.

Following the consensus model used by the Southern California Staff Development Officers Consortium and the California Community College Consortium of Staff Developers (4C/SD), subcommittee procedures are informal.

PROFESSIONAL DEVELOPMENT IN-SERVICE ACTIVITIES

Lectures

Guest Lecture/Workshop Series

Visiting scholars, recognized experts, and nationally acclaimed authors are among the four or more guest lecturers who visit the campus each year to stimulate ideas and to enrich campus life. Lectures are open to all members of the college community. Workshops encourage staff members to interact with guest speakers and are designed to foster new instructional and institutional approaches and strategies. Past guest speakers and topics are shown in *Appendix 2*.

Faculty Lecture Series

Eight lectures each are offered annually by the *Science Lecture Series* and the *Humanities-Social Science Lecture Series*, which were originated and introduced by the faculty and are appropriately coordinated by faculty members. Presentations cover scholarly research, technical innovation, and creative performance. Originally designed as a means to expand and enhance classroom activities, these lecture series provide cross disciplinary enrichment for faculty, as well. Series speakers for 1989-90 are shown in *Appendices 3* and *4*.

Special Invited Lectures

Occasionally, a faculty member is asked to prepare a lecture on a timely theme or subject about which he or she is particularly well informed. In 1988-89, Jeb Brighthouse, Professor of Political Science, offered a lecture and workshop entitled "The Postponed Generation: What's Going On Here, Anyway?"

Lectures at Lunch

These informative lectures are designed for informal presentation in the faculty dining

room during the activity hour. General interest topics stimulate round table discussion. Two such events were offered in 1988-89: Bill Mallory and Michael Thomas interactively presented "How Safe Are the Skies?" and Mike Eberts discussed "A Car-Free Approach to Commuting."

Instruction

Computer Literacy and Software Use Instruction

In the campus-wide AB 1725 needs assessment, more than 50% of the respondents ranked computer literacy as essential. The Coordinator of the Faculty-Staff Computer Center maintains a software library and a variety of microcomputer hardware; offers informal tutorial assistance; and schedules training based on periodic surveys of staff needs and expertise. Courses offered by GCC faculty members during 1988-89 are shown in *Appendix 5*. The Department of Data Processing also provides individualized instruction in minicomputer use. Off-campus conferences, seminars, and workshops provide key staff members with specialized training needed for computer instruction, operation, and repair.

General Offerings

Short courses, series, workshops, and single presentations address topics ranging from engaging to profound. Offerings are determined by needs and requests for or availability of special talents identified by staff members. Activities address skills improvement, acquisition of information, health and wellness, and teaching strategies. *Appendix 6* lists general interest courses instructed by GCC staff members during 1988-89.

Independent Study

The Learning Resources Center maintains a staff development library of media and printed materials for use by all staff. Videotapes

of guest lectures, audiotaped courses from the American Management Association, and professional development journals are available. Two new audiotape seminars this year are "How to Delegate Work and Ensure It's Done Right" and "How to Set and Achieve Goals." Contact Rita Nigg for a complete listing of materials.

In-service Credit

Faculty may earn in-service credit for attending and participating in certain staff development programs. The formula used for determining credit is based on thirty-two hours of attendance, participation, or required advance preparation per unit. Lecture series or in-service seminars or workshops are often of eight hours duration and offer one-fourth unit of credit. Faculty may also earn one-half unit of in-service credit for completing a research paper assigned and evaluated by one of the visiting guest lecturers. No written work is evaluated by Glendale Community College staff.

Annual Luncheon Honoring GCC Contributors

GCC contributors to in-service instruction are honored annually at a special luncheon sponsored by staff development and presented through the courtesy of the Food Services and Nutrition instructional program.

GRANTS FUNDED BY STAFF DEVELOPMENT

Grant applications are reviewed, evaluated, and approved by the Staff Development Advisory Subcommittee. The Staff Development Officer also serves as an informal advisor, and members of the subcommittee as resource persons, for prospective applicants. Upon completion of projects or research, grant recipients prepare final reports for dissemination. Abstracts are published for the college community.

Innovative Projects Grants

All full- and part-time instructional, administrative, and classified employees are eligible for this category of grant funding. Projects are designed to benefit the instructional process and/or institutional operations. Grants are not awarded for general curriculum development, a task considered part of professional responsibilities, unless an instructor is assigned to prepare courses that require extensive field study or research. Awards are stipends that may not exceed the equivalent of 48 hours of instructor (for faculty and administrators) or classified hourly pay. Funds are released as follows: 25% upon approval of the grant and acceptance by the employee and 75% at completion of the written evaluation of the project. All projects must be completed by June 1 of the academic year in which they are undertaken. The grant application and final report forms are illustrated in *Appendix 7*. Abstracts of completed 1988-89 projects are shown in *Appendix 8*.

Recipients of 1989-90 grants are:

Jeanette Stirdivant (Counseling), "Resource and Reference Manual on Students with Disabilities"

Mike Southerland (Safety), "District Safety Policy Manual"

George Witt (Mathematics), "Integrating Computers into the Calculus Sequence"

Richard Seltzer and Milada Broukol (ESL), "Training ESL Teachers to Holistically Evaluate Speaking Skills: A Video Workshop"

Farida Merchant (Adult Ed ESL), "INS Citizenship Interview--on VCR Tape"

Terry Coblentz and Jim Sartoris (Physical Education), "Coaches' Procedural Manual and Student/Athlete Handbook"

John Gerz (Physics), "Investigation of Means of Integration of Data Acquisition to Existing Campus Computers"

Scholarly Research Grants

Research projects related to teaching assignments may be proposed by contract faculty. Funding may not be taken as overload pay but must be applied to reduce the recipient's regular teaching load by three units during one semester of the academic year for which the award is made. The recipient is required to disseminate the results of his or her endeavors by (1) submitting a paper to a professional journal for possible publication, (2) preparing an abstract or summary of the paper for college distribution, and (3) presenting highlights and/or projected teaching applications at a lecture. The application and final report forms are shown in *Appendix 9*. (Note that virtually identical forms are used for Summer Stipends.)

Scholarly research grants for the 1988-89 academic year were awarded to *Michael Daly (English)*, "The Contribution of Armenian writers to American literature from William Saroyan to the Present," and *Gordon Purser (Chemistry)*, "The Qualitative Estimation of the Destabilization of Molecules Due to the Presence of Formal Charge."

Awards for 1989-90 were made to *Mark Maier (Economics)*, "Developing a Technique for Integrating Knowledge About Economic Data Into Introductory Economics Courses," and *Bart Edelman (English)*, "The Universal Aspect of the Faust Theme in Literature."

Scholarly Research Summer Stipends

Contract faculty who prefer more intensive research during the summer months or who intend to travel to collections may apply for summer stipends. These grants are governed by the same rules as scholarly research grants except that summer stipends do not provide a reduction in teaching load. Instead, grant recipients are awarded up to forty-eight hours of hourly pay. The following awards were made for 1989:

David Hurst (Chemistry), "Using Macintosh Programs in an Introductory Astronomy Class"

Rick Guglielmino (Physics), "Embarrassing Moments in Science--A Study of Some of the Great Mistakes"

Levon Marashlian (History), "The Impact of Admiral Mark L. Bristol on U.S. Policy Toward Turkey, 1919-1939"

Jackie Stembridge (English), "Introducing Women's Accomplishments and Contributions into the ESL 165 Curriculum"

OUTREACH PROGRAMS

Staff development sponsors outreach programs so that college faculty may develop teaching methods and strategies to better serve all potential students and so that the community may better learn of the excellent programs available at the college.

Glendale College Faculty Lecture Series

Each year this series focuses on a different community audience. In 1987-88, lectures and performances were held at the Glendale and Brand public libraries. In 1988-89, programs were offered at local service clubs, which not only provided a community forum to reprise faculty lectures and present new materials but also enabled the college to repay community organizations from which it benefits. Outreach speakers are listed in *Appendix 10*.

Humanities Partnership

GCC and the Glendale and Burbank secondary schools formed a humanities partnership in 1986 to help college faculty more effectively meet the needs of traditional students and to improve humanities education in all three districts by sharing resources, programs, and expertise. The partnership tries to reach students outside the identified enrichment classes because those students are most likely

to attend GCC. A grant from the Glendale Community Foundation in 1987-88 enabled the partnership to purchase a media library that is housed at the college for use by all members. College faculty developed eight lecture and performance presentations (shown in *Appendix 11*) that are offered as enrichment for high school and junior high school classes. Secondary school faculty attend humanities-related staff development events on campus.

RETREATS

The staff development officer works with consultants to develop special training programs that are offered off campus.

Annual management retreats are led by professional consultants, whose preparation includes learning about college organization, operations, goals, and planning in order to introduce techniques that enhance management capabilities. These two-day retreats are attended by certificated and management administrative staff members, division chairpersons, and representatives from the academic senate, and faculty and classified bargaining units. Intensive instruction ranges from theoretical to practical. Activities are designed to encourage interactive participation during and beyond the retreat. Past retreats have focused on team and trust building, strategic and long-range planning, organizational skills, creating and controlling change, and management of conflict.

Faculty retreats are led by consultants and by the instructional staff. During 1989, a two-day Great Teachers Retreat, led by David Gottshall (originator of the Great Teachers Seminars) was funded by AB 1725. Objectives were to share successful teaching techniques, analyze instructional problems, and develop creative approaches to their solutions. The retreat promoted interactive, interdisciplinary networking, brainstorming, and problem solving.

AB 1725 also funded Saturday "Critical Thinking" and "Great Teachers" Mini-Retreats that provided in-service training for adjunct faculty and resulted in improved communication between contract and adjunct instructors.

Classified staff mini-retreats were established as part of the program in 1989. AB 1725 funded two separate sessions of consultant Susan Berk's half-day program, "Managing the Public." Nearly 100 employees attended.

District-funded day-long retreats address campus issues, such as governance, or issues specific to student or instructional services. Instructional divisions frequently hold half-day retreats to improve communication, team planning, and decision making.

SEMINARS

Classified staff members are excused from assigned duties each semester to attend work related seminars. On-campus programs use a two-hour format. Each program is repeated once so that employees may stagger attendance. During 1988-89, Dick Wright and Kay Ragan interactively presented a program entitled "Sexual Harassment." Classified staff members also attend various off-campus seminars offered by commercial trainers and by the Los Angeles Academy for Professional Development.

CONFERENCES

AB 1725 funds allow employees to attend conferences that offer new knowledge, insights, training, and techniques. Ultimately, student outcomes are improved. Priority is given to employees who plan to make presentations. In addition to the district form, employees complete staff development conference request and evaluation forms (see *Appendix 12*) for accountability.

Staff development also sponsors and organizes conferences held on campus; for example, the annual Humanities Conference/Workshop that showcases GCC faculty talents in conjunction with those of guest speakers.

TUITION SUPPORT FOR TRAINING AND RETRAINING

AB 1725 funds tuition support for instructional and operational staff members to update advanced technological training, to remain current in a specialty or field, or to qualify for recertification. Tuition support request and evaluation forms are shown in *Appendix 13*.

DISTRICT FUNDING

The district budget for 1989-90 is shown in *Appendix 14*. The budget for categorical funds is included in the AB 1725 Human Resources Development Plan for 1989-90.

CONCLUSION

The continued support of the Board of Trustees, the college administration, the faculty, and the classified staff allow the staff development program at Glendale Community College to respond rapidly to the changing needs for personal and professional growth of all employees. The infusion of supplemental AB 1725 funding enables the college to double its annual financial commitment to staff development, thereby enhancing the diversity and flexibility of the program.

Suggestions for activities are always welcome and may be brought to the attention of the Staff Development Officer or any member of the Staff Development Advisory Subcommittee.

Appendix 1

Staff Development Advisory Subcommittee
of the Executive Committee

Sharon Scull*
Staff Development Officer, Chair
Instructional Staff, Language Arts

Donald F. Averill
*Administrative Staff,
Affirmative Action Officer*

Pat Beggs
Classified Staff, Financial Aids

Larry Byrd
Instructional Staff, Physical Sciences

John A. Davitt*
*Administrative Staff,
Superintendent/President*

Jessica Gillooly
Adjunct Instructional Staff, Social Sciences

Allan Grimsby
Administrative Staff, College Services

Diane Meyer
Colleges Services Staff, Counseling

Betty Myers
Classified Staff, Tutorial Center

Tony Owen
Instructional Staff, Aviation

Richard Seltzer
Instructional Staff, Language Arts - ESL

Scot Spicer
Classified Staff, Planning and Research

Denis Van Dam
Administrative Staff, College Services

Margaret Voegelé
*Classified Staff, Superintendent/President's
Office*

*Ex officio

Appendix 2

Visiting Guest Lecturers

Maxine Hong Kingston, award-winning author, read from her newest book, *Tripmaster Monkey: His Fake Book*, which was featured at an autograph party. Workshop discussions focused on cultural diversity awareness and the importance of clear communication in overcoming cultural differences. Kingston explored various means of stimulating good writing. (Spring 1989)

Joan Thureson, Attorney and Professor of Philosophy, El Camino College, examined various means of "Teaching Ethics and Values Across the Disciplines." She explored the ethical and legal relationships among individuals, society, and the international community. (Spring 1989)

Dick Wright, Dean, Occupational Programs, and Kay Ragan, Associate Dean, Student Services, Mount San Antonio College, interactively presented a program on "Sexual Harassment." Through dialogues and audience participation, they defined the term, explained institutional and individual liability, clarified employees' rights and responsibilities, and presented scenarios for problem solving. (Fall 1988)

Alan Dundes, Professor of Anthropology and Folklore, University of California, Berkeley, internationally recognized and widely published folklorist, examined "Folklore in America." His presentation stressed examination of values and development of intercultural understanding using folklore and humor. (Fall 1988)

James Walters, Associate Professor of Christian Ethics, Loma Linda University, explained the institution's ethical position on the harvesting of infant organs during his presentation, "What Are They Doing to Anencephalic Babies at Loma Linda University?" His discussion centered on the means-ends issue, the best interests of the patient,

Appendix 2 (continued)

the determination of brain death, the need for donor organs, and the procedures and protocols for harvesting organs. (Spring 1988)

Jacki King, Broadcast Journalist, explored the problem of "Homelessness: A National Epidemic." She used her own experiences as a homeless person to underscore the far-reaching implications of homelessness and its effect on family life, employment possibilities, and society. (Spring 1988)

Cary Carson, Vice President of Research, Colonial Williamsburg Foundation, complemented the college's celebration of the Bicentennial of the Constitution with his presentation, "Looking Through the Williamsburg Window at the Constitutional Era." He discussed the museum as an educational source for teaching, learning, and evaluating social history. (Fall 1987)

Tom Van Groningen, Chancellor, Yosemite Community College District, suggested means for "Unraveling the Mysteries of Community College Finance." He explained sources and types of funding and ways in which funds are allocated to community colleges. He presented a comprehensive plan for integrating the budget process with planning for instruction, facilities, and services. (Fall 1987)

William Goldmann, Executive Assistant to the President (formerly Professor of History and Political Science), Pasadena City College, presented "Technology: Curse or Blessing." He discussed the essence and pathology of power in relation to specific technological advances and examined the effects of technology on the society, politics, and economy of the time. He suggested various media materials to illustrate the impact of technology across the disciplines. (Spring 1987)

Appendix 2 (continued)

Susan Berk, Management and Staff Development Consultant, discussed "Influencing Decision Making," offering faculty members insights into making long-range plans work by (1) assessing others' decision styles and behavior, (2) analyzing how decisions are made, (3) presenting information so that others will listen and take action, (4) handling controversial ideas, and (5) anticipating and forecasting decisions for the future. (Spring 1987)

William Shanks, Professor Emeritus of English, Pasadena City College, and former Hollywood film director, presented "Film: The Twentieth Century Art." He discussed motion pictures as valuable creative, artistic documents that record, develop, and transmit historical, social, philosophical, and psychological information of the past. He used clips of landmark films to explore the varied uses of film for the teaching of values. (Fall 1986)

Richard W. Paul, Professor of Philosophy and Director of the Center for Critical Thinking and Moral Critique, Sonoma State University, examined "Teaching Critical Thinking Across the Curriculum." He described the critical thinking movement, presented methods of teaching thinking skills and values across disciplines, and explored ways to help students develop intellectual and moral autonomy necessary for them to deal with complex contemporary issues. (Fall 1986)

Moshe F. Rubinstein, Professor of Engineering, School of Engineering and Applied Sciences, University of California, Los Angeles, presented strategies for "Problem Solving." He examined productive ways of tapping human imagination and logic to deal with professional and personal problems and addressed the dangers of relying solely on knowledge or special skills to solve problems. (Spring 1986)

Appendix 3

Science Lecture Series
1989-90

David Hurst, Series Coordinator

September 26

"The Search for Extraterrestrial Life"
Tom McDonough, SETI Coordinator,
Jet Propulsion Laboratory

October 24

"Embarrassing Moments in Science"
Rick Guglielmino, Assistant Professor
of Physics

November 28

"The Amazon Rain Forest"
Ron Harlan, Associate Professor of
Biology

December 14

"Only Left-Handers Are in Their
Right Minds"
Tom Rike, Assistant Professor of
Biology

February 27

"The Greenhouse Effect"
Jean Lecuyer, Professor of Physics

March 27

"Science and Pseudoscience: The Facts
Behind the Fiction"
Michael Shermer, Assistant Professor
of Psychology, and Al Steckel

April 24

"Just Another Average Lecture"
Steve Marsden, Professor of Mathe-
matics

May 22

"The Stuff Between the Stars"
David Hurst, Professor of Chemistry

Appendix 4

Humanities-Social Science Lecture Series
1989-90

Bart Edelman, Series Coordinator

September 28

"Who's Afraid of the Big Bad Debt?"
Mark Maier, Instructor of Economics

October 26

"Life Crises: Sources and Management"
Jeanne Cunningham, Professor of
Psychology

November 16

"Children's Literature: An Education
for Everyone"
Sue Brinkmeyer, Associate Professor
of English

December 14

"The Wilderness Experience: A Guide
to Self-Discovery"
Joe Puglia, Associate Professor and
Counselor

February 22

"Asia, the Pacific Century: Cultural
Traits and Economic Awakening"
Tom Potase, Assistant Professor of
Computer Science

March 22

"Women's History Month" (topic to be
announced)
Speaker(s) to be announced

April 26

"Chile: A Political Pictorial"
Carlos Ugalde, Assistant Professor of
Latin American Studies

May 24

"Language Policy: English Only?"
Young Gee, Instructor of English as a
Second Language

**In-Service Instruction in Computer and
Computer Use, 1988-89**

Macintosh

Overview, word processing, graphics,
introduction to *Excel*, *Microsoft Word*,
desktop publishing and printing,
advanced *Excel*, Macintosh trends
(22.5 hours)

*Stuart Stuple, Instructor of Computer
Science/Information Systems*

IBM

WordPerfect 5.0 (12 hours)

Linda Adkins, Instructor of Business

PageMaker* and *Designer desktop
publishing and graphics (9 hours)

*Steve White, Assistant Professor of
Economics*

Introduction to Spreadsheets (8 hours)
Introduction to Computers (32 hours)

Wally High, Professor of Psychology

**Workshops, Series, and Short Courses
Instructed by GCC Staff Members, 1988-89**

"Everything You Always Wanted to Know
(Maybe Even More Than You Ever
Wanted to Know) About Critical
Thinking" (8 hours)

"Just One More Time! Critical Thinking
Across the Disciplines" (8 hours)

*Bill Parker, Professor of Philosophy
Sharon Scull, Associate Professor of
English*

"Making Instructional Videos: From Story-
boarding to Finished Product" (8
hours)

Mike Petros, Instructor of Television

"Diet Riot! A Weekly Noon Revolt Against
Fad and 'Yo-yo' Dieting" (8 hours)

*Yeimei Wang, Professor of Food and
Nutrition Studies*

"Loosen Up, Lighten Up" (2 hours)

Lynn McMurrey, Instructor of Dance

"Hotshot Editing and Composing: Eliminating
the Trouble Spots in Written Commu-
nication" (6 hours)

"Hotshot Editing: The Parting Shot" (1-1/2
hours)

"Strategies for Teaching Writing Across the
Disciplines" (1-1/2 hours)

"How to Help ESL Students Write Clearly: A
Cross Disciplinary Approach" (1-1/2
hours)

*Susan Brinkmeyer, Associate Professor
of English*

"Healthy Heart" (2 hours) and

"Cardiopulmonary Resuscitation (CPR) - Red
Cross Certificate Course" (8 hours)

*Kyle Van Amersfort, Instructor of
Health*

"Brainstorming Session: All About Innovative
Projects Grants" (1 hour)

*Sharon Scull, Staff Development
Officer*

Glendale Community College

Staff Development

INNOVATIVE PROJECTS GRANT APPLICATION 1989-90

Name(s) _____ Starting date _____
Social Security Number(s) _____
Title of project _____
Expected benefit to the institution _____
Funding requested: (hourly rate) \$ _____ x _____ hours = \$ _____

Awards are stipends (not hourly rate payments for time worked); however, amounts requested must be justified by an estimate of the number of hours required to complete the project. Stipends may not exceed 48 hours of instructor (for faculty and administrators) or classified hourly pay. The Staff Development Advisory Subcommittee determines amounts of awards. Funds are released as follows: 25% on approval of the project; 75% at completion of written evaluation of project. All projects must be completed by June 1, 1990.

Examples of possible meritorious projects that would benefit the institution as a whole are (1) preparing a staff development course; (2) developing a method to streamline college operations; (3) undertaking classroom- or services-based research; (4) completing an educational project with broad application; and (5) researching and preparing an externally funded grant proposal. Projects are not limited to these examples; each proposal is evaluated on the basis of its value to institutional operations and/or the instructional process.

PROPOSAL FORMAT

Attach to this completed form a separate single-spaced, typed narrative page that identifies and discusses (1) the educational or institutional program, service, or problem that will be addressed; (2) the persons or groups who will be served or benefited by the project; (3) the objectives to be achieved and the means that will be used to measure effectiveness of the project; (4) the activities that will be carried out to accomplish set goals; and (5) the application of the project. Please use two-sided duplicating to conserve paper.

EVALUATION AND DISSEMINATION

Grant recipients will be expected to disseminate the results of their endeavors through written evaluations, which the Staff Development Officer will distribute to members of the Staff Development Advisory Subcommittee, the Superintendent-President, the appropriate Vice President, and the Board of Trustees. Brief summaries of projects will be published for the benefit of all employees.

If my proposal is approved, I agree to the terms and conditions stated above.

Signature

Date: _____

Place 15 copies of typed application and proposal in Sharon Scull's mailbox by April 10, 1989.

Glendale Community College

Staff Development

**INNOVATIVE PROJECTS GRANTS
1989-90****INSTRUCTIONS FOR FINAL REPORT**

Innovative projects must be completed by June 1, 1990 so that final payments of grant stipends may be made before the end of the semester; otherwise the money will revert to the general fund. The final report should be completed as follows:

1. The report must be typed.
2. The completed cover sheet should be the first page of the report.
3. Use two-sided duplicating to conserve paper and space. Note the numbers of copies required for each part of the report.

Please address the following in your final report:

1. Provide 20 copies of the cover sheet that includes a typed, single spaced, abstract of the project. Describe the proposal and the activities which were actually carried out to bring the project to completion. Explain any adjustments in the scope of the project. The abstract will be disseminated to the Staff Development Advisory Subcommittee, the President-Superintendent, the appropriate Vice President, and the Board of Trustees and will be included in staff development publications.
2. Provide 15 copies of a typed, single spaced, two- to five-page detailed evaluation of the project, the results obtained, the application expected, and the benefit to the institution. Include information regarding which activities were effective and which were not (to help others undertaking new projects). Attach copies of any short documents (e.g., survey, position profile, etc.) that you agreed to produce. The detailed evaluation will be disseminated to the Staff Development Advisory Subcommittee.
3. If you agreed to produce an external grant application or a videotape, attach 1 copy. Longer documents and videotapes will be available for examination by all staff.

Glendale Community College

Staff Development

INNOVATIVE PROJECTS GRANT - 1989-90

Final Report

Name(s) _____

Title of Project _____

Starting Date _____ Completion Date _____

Abstract

Signature

Grantfm.fin 4/24/89

INNOVATIVE PROJECTS GRANTS, 1988-89

GCC Transfer Manual*Arnulfo Casillas, Transfer Center*

The proposal addressed the need to provide a transfer information resource manual for students and staff since awareness of transfer issues and timing are crucial to the transfer game. While the Transfer Center is the focal point for centralizing transfer information in the sense that university representatives seek us out first, we find ourselves with the burden of sharing this knowledge with the college community. Transfer, after all, is a major institutional goal that not only involves students but also all college staff, as well. Because the Transfer Center lacks the staff to impart detailed information to each student, the *Transfer Manual* is a valuable resource for its primary student clients, as well as counselors, instructors, and classified staff who see students first.

The outline for the *Transfer Manual* is based on (1) basic transfer information students need to know in order to transfer successfully; (2) common questions students ask and topics frequently discussed in counseling sessions; and (3) other information I felt would be beneficial in the transfer process.

The research resulted in updating and expansion of handouts and outlines I had previously developed. However, certain sections, like "Transfer Tips," were completely rewritten. Many of the topics were not documented; therefore, they are newly developed materials. As a supplement, I developed a "University Data Survey," which was handled by the Transfer Center Receptionist, Edith Fioravanti, who also followed up on non-respondents. Articulation Officer Dave Mack provided the sections on university admissions policies.

The first draft will be expanded considerably this summer, and I will use desk top publishing skills to produce the manual, which will be distributed early in the fall. I hope to provide it free or at least for a very nominal price.

A Study of Adjunct Theatre Projects in Southern California Community Colleges*Kenneth R. Gray, Drama*

This two-part study involved exploring the theatre arts programs at various Southern California Community Colleges, viewing productions, and discussing programs with instructors and technicians. From this exploration, criteria were developed for selecting institutions for closer scrutiny. The programs had to be respected by academic theatre professionals, supported by their local community, and have facilities and staffing similar to those at Glendale Community College. Since a large drama faculty is not a reality in the foreseeable future at GCC, a curricular conservatory seemed out of the question. Therefore, the three institutions selected each have or have had adjunct performance groups supported by their own means and limited direct funding from the parent institution. They are Rancho Santiago Community College, once aligned with the Grove Shakespeare Festival; Saddleback Community College, with its Summer Stock Program; and Alan Hancock Community College, with its Pacific Conservatory of the Performing Arts.

Alternate methods for developing a part-time faculty, encouraging community involvement, utilizing professional actors and technicians as a part of the training of theatre students, funding the production schedule, and reorganizing classes and training curriculum were a part of the experience gathered in this study. This experience will be used to build a conservatory program for performance and technical theatre students at Glendale Community College.

INNOVATIVE PROJECTS GRANTS, 1988-89

Merger Game
Jean Taylor, Business

The merger game is a simulation of the corporate acquisition process. The purpose of the game is to enhance students' understanding of this process. The game was designed for use in the Introduction to Business course (BA 101).

The activities carried out to complete the merger game project included (1) drafting a basic design for the game and preparing game pieces to be used in testing the basic design, (2) testing the game in two different BA 101 classes scheduled in different time blocks, (3) revising the game design and preparing a final draft of game pieces, and (4) preparing the innovative proposal report.

The scope of the completed project was essentially identical to the original proposal. The only deviation from the proposal was abandoning the use of a commercial printer to prepare game pieces. Commercial printing far exceeded the budget allocation. The number of hours spent preparing the project also exceeded the proposal. Twenty hours were originally estimated for preparing the game, but nearly twice that amount of time was actually needed.

**Introduction and Repair of
Advanced Composite Structures**
Gordon Layton, Aviation

The purpose of this grant was to research the materials and processes involving advanced composite structures to be used in a planned structural repair course. This course will provide the student with knowledge and practical application necessary to inspect and make "return to service" quality repairs.

I visited several repair facilities and supply vendors of composite structures and materials, observing the various methods and techniques, as well as the tools and equipment used in both manufacture and repair. After several interviews, I decided that the course should be offered in two parts, Basic Composites and Advanced Composite Structures.

The aviation division purchased a deep freezer and I have received a donation of a substantial amount of advanced composite materials requiring refrigerated storage. The division has also just purchased a state-of-the-art hot bonder repair kit. The purchase of the kit includes a three day training session to be conducted on the campus for all of the division's instructors.

I believe that enough information has been gathered to teach a meaningful course in Basic and Advanced Composite structures.

INNOVATIVE PROJECTS GRANTS, 1988-89

**Early Identification of Students' Failure
Potential in Registered Nursing
Program/State Board Examination**

*Chris Rodemich and
Linda McDermott, Nursing*

This proposal was developed in response to a need identified by the Allied Health Department to determine causative factors affecting registered nursing student state board performance. Primary goals were to improve admission criteria and to modify the current screening process for student admission to the program. Another objective was to enhance retention through early identification of obstacles to student success. Increased interdepartmental cooperation between Allied Health and other departments also became a priority in order to facilitate optimum student achievement.

Our initial activity was to review several hundred student records and extract data that were pertinent to the study. These data were evaluated and compared with board results and N.L.N. test scores over the past five years in order to determine possible variables affecting student performance. A computer program was developed specifically for this study and the data were entered. Through networking with other departments, we were referred to Scot Spicer, who works with institutional research. Several meetings occurred with Scot in which our research plan was developed.

Through the record review process and discussion/meetings with nursing faculty, we

were able to identify areas of concern that could be addressed simultaneously with the statistical analyses. Numerous activities resulted from this study: interdepartmental faculty meeting with the Learning Center and entire Allied Health Department; meeting with Biology Department; development of Allied Health Retention Committee; development of new student referral process by Allied Health, the Learning Center, and Counseling; meetings with the Health Center concerning an assertiveness workshop; and increased interdepartmental participation in the nursing student orientation meeting. Mini workshops in assertiveness training and public speaking were included in Nursing Fundamentals, and content was expanded in Mental Health/Psychiatric Nursing courses. The nursing counselor was invited to visit Glendale Adventist Medical Center to observe student clinical experiences.

Several unexpected adjustments were necessary, especially in data collection and analyses. Originally, student data were to be collected from a central data bank on the main computer and accessed through a modem at home. However, much of the necessary data was not on line and needed to be entered. In addition, direct access to the mainframe from a home computer was not possible. The scope of the study was adjusted also because of lack of availability of data. We did select pertinent variables for current analyses. As soon as the data are received, we will process it and conclude our evaluation.

**CONTRACT FACULTY SCHOLARLY RESEARCH GRANT APPLICATION
1989 ACADEMIC YEAR**

Name _____ Date _____

Subject of research _____

Expected benefit to the instructional process _____

Teaching load to be reduced by 3 units during _____ Fall 1989 _____ Spring 1990

Conditions of Award:

1. The recipient must be contract faculty.
2. Funding must be applied to reduce recipient's regular teaching load by three units during the period of the grant to provide time for scholarly research related to current teaching responsibilities.
3. **The award may not be taken as overload pay.**
4. The award may not be used to develop new courses, a task considered part of regular professional responsibilities.
5. The recipient is expected to disseminate the results of his/her endeavors by June 30, 1990, as follows:
 - a. Submit a paper to a professional journal for possible publication or submit a proposal for a presentation at a conference.
 - b. Prepare a 500-word abstract or summary of the paper for dissemination at the college.
 - c. Present highlights of research and/or projected teaching applications at a lecture; e.g., faculty lecture series, classroom, or conference.
 - d. Send to the Staff Development officer: (1) 15 copies of the abstract (or summary) of the completed paper for distribution to the Advisory Subcommittee, the Superintendent/President, the appropriate Vice President, and the Board of Trustees and (2) 2 copies of the full-length paper, one for staff development files and one to be kept on file as a faculty resource in the Learning Center.

To the Staff Development Advisory Subcommittee:

If I am awarded the Faculty Scholarly Research Grant, I agree to the above conditions.

Signature _____ Date _____

Proposal Format

Complete this form and attach a separate single-spaced, typed narrative (not to exceed two pages) that identifies and discusses the (1) subject to be researched; (2) need for the research in current teaching responsibilities; (3) activities planned to accomplish set goals and the means that will be used to measure effectiveness of the project; (4) institutions (libraries, universities, etc.) where the research may be undertaken; (5) possible value of the research to the educational community.

Place 14 copies of application and proposal in Sharon Scull's mailbox by April 10, 1989.

1988 SCHOLARLY RESEARCH GRANT

Final Report Summary
Cover Sheet

Instructions: Submit 15 copies each of the completed research paper (use double-sided printing to reduce bulk), the 500-word abstract or summary of the paper that will be disseminated at the college, and the completed Final Report Summary. Send materials to the Staff Development Officer.

Name _____ Date _____

Title of research project _____

Title of paper submitted for publication _____

Professional journal to which paper was submitted _____

Date of submission _____

Current status: Accepted _____ Under review _____ Rejected _____

Alternative journals to which paper will be submitted, if required _____

Arrangements made to present highlights of research at lecture:

Faculty lecture series _____ (Specify type and date) _____

Classroom _____ (Specify course, context, date, time, and location) _____

Other _____ (Specify details) _____

Signature

Place 14 copies of application and proposal in Sharon Scull's mailbox by April 10, 1989.

Appendix 10

**GLENDALE COLLEGE FACULTY
LECTURE OUTREACH SERIES**

Leonard De Grassi, Series Coordinator

"Education and the Market Place"

*Steve White, Assistant Professor of
Economics (January)*

**"The Just, Generous, and Prosperous System:
Free Enterprise"**

*Richard Williams, Associate Professor
of Political Science (February)*

"The Demonic in Opera"

*David White, Instructor of English
(March)*

"Women in Art"

*Kathy Burke-Kelly, Instructor of Art
(April)*

"How Safe Are the Skies?"

*Bill Mallory, Professor of Applied
Science and Michael Thomas, Psychol-
ogist (May)*

Appendix 11

HUMANITIES PARTNERSHIP PROGRAMS

Susan Brinkmeyer, Partnership Coordinator

"Poetry--A Window to the World"

*Susan Brinkmeyer, Associate Professor
of English*

"Dance--From Primitive to Jazz"

Lynn McMurrey, Instructor of Dance

"What's in a Name?"

"Of Heaven and Earth"

*Angelo Montante, Assistant Professor
of History*

**"Children's Theater--Not Just for Children
Anymore"**

*Ken Gray, Associate Professor of
Theatre Arts*

"The Renaissance Band"

*Ted Stern, Assistant Professor of
Music*

"Poetry of Light"

Leonard De Grassi, Professor of Art

"Who, Me? Dance and Act?"

Ken Gray and Lynn McMurrey

Glendale Community College

Staff Development

Complete and return this form with the *typed* district conference request.
This form must be *typed*. It will become part of a permanent record.

Conference/Seminar/Travel Request

Name _____

Title of Conference/Seminar _____

Location _____

Date(s) _____

Purpose of attendance (check appropriate blanks):

- _____ Presenter (attach copy of abstract)
_____ Moderator/Session Chair
_____ Maintain currency in field
_____ Update training/skills/expertise
_____ Exchange of information

How do you expect your attendance to

1. benefit the institution?

2. improve instructional services and student outcomes?

Date Signature

Glendale Community College

Staff Development

Please complete and return this form with a copy of the district conference report.
This form must be *typed*. It will become part of a permanent record.

Evaluation of Conference/Seminar

Name _____

Title of Conference/Seminar _____

Location _____

Date(s) _____

1. How do you plan to use the information gained from the conference/seminar?

_____ share with colleagues
_____ present in class lecture (list course) _____
_____ revise course content (list course) _____
_____ change teaching techniques
_____ change college operational procedures (specify) _____
_____ improve service area (specify) _____
_____ other (specify) _____

2. What institutional benefit could ensue from your participation or attendance?

_____ networking with new contacts with other institutions
_____ ideas for research, publication, or grant proposal
_____ broadened scope of knowledge in subject or assignment area

3. How might your attendance improve the delivery of educational services?

_____ improve teaching
_____ streamline operations (e.g., registration, financial aids, etc.)
_____ improve counseling/advisement
_____ other (specify) _____

4. How might your attendance improve student outcomes?

_____ enhance intercultural understanding
_____ improve critical thinking ability
_____ increase knowledge of computer use
_____ lessen test anxiety
_____ improve ability to plan or forecast
_____ increase knowledge of interdisciplinary connections
_____ improve study skills or learning techniques

Glendale Community College

Staff Development

Application for Tuition Support for Retraining
*Form must be typed*Name _____ Date _____
(Check one) Member of _____ Instructional, _____ Classified, _____ Administrative Staff

Tuition support may be provided in the following instances: (check the one that applies)

- _____ Retraining is required because the subject or assignment area is obsolete
- _____ Retraining is undertaken at the supervisor's request (e.g., employee might be more useful to the institution in another capacity)
- _____ Upgrading of training or skills is necessary to remain current in the field
- _____ Recertification requires completion of specific programs

Annual support is limited to the equivalent of 48 hours of hourly pay. Tuition fees per unit should not exceed those charged by public institutions. If faculty training is mandatory, teaching faculty required to undertake substantial courses of study approved by the appropriate vice president may request an hourly replacement for one three-unit course in lieu of tuition reimbursement for completed courses. If training is advisable, support is limited to reimbursement of fees after completion of courses. Tuition for short courses to maintain currency in a vocational field may be advanced. Support is not available for training undertaken solely for salary advancement or earning a degree.

Type of support requested:

- _____ Hourly replacement costs for one three-unit course for _____ semester 19____
- _____ Tuition reimbursement in the amount of (actual costs) \$ _____
- _____ Tuition advance for short course \$ _____

Goal: (Explain in a short paragraph on the back of this form why you are undertaking the training, and state how the institution will benefit and student outcomes will be affected.)

Courses for which support is requested (list each course number, title, fee, and beginning and ending dates)

Institution where work will be undertaken _____

Location of short course _____

Signature

Approval of Supervisor:

- _____ Training is advisable
- _____ Training is mandatory
- _____ Replacement for one course is approved

Approval of Vice President
(required for mandatory training)

Date: _____

Date: _____

Please complete and return this form with a copy of the district conference report.

This form must be *typed*. It will become part of a permanent record.

Evaluation of Training/Retraining

Name _____

Course Title _____

Location _____

Date(s) _____

1. How do you plan to use the information gained from the training/retraining?

- _____ share with colleagues
- _____ present in class lecture (list course) _____
- _____ revise course content (list course) _____
- _____ change teaching techniques
- _____ change college operational procedures (specify) _____
- _____ improve service area (specify) _____
- _____ other (specify) _____

2. What institutional benefit could ensue from the training/retraining?

- _____ networking with new contacts with other institutions
- _____ ideas for research, publication, or grant proposal
- _____ broadened scope of knowledge in subject or assignment area

3. How might this training/retraining improve the delivery of educational services?

- _____ improve teaching
- _____ streamline operations (e.g., registration, financial aids, etc.)
- _____ improve counseling/advisement
- _____ other (specify) _____

4. How might the training/retraining improve student outcomes?

- _____ enhance intercultural understanding
- _____ improve critical thinking ability
- _____ increase knowledge of computer use
- _____ lessen test anxiety
- _____ improve ability to plan or forecast
- _____ increase knowledge of interdisciplinary connections
- _____ improve study skills or learning techniques
- _____ remain current in field

4/4/89

Signature

**District-Funded Staff Development Budget
1988-89**

Total allocation		\$55,956
Instructors' hourly salaries (in-service instruction; released time for Staff Development Officer)	\$ 8,486.	
Instructors' stipends (grants)	16,000.	
Classified hourly salaries (extra help)	344.	
Classified stipends (grants)	2,000.	
Supplies	2,363.	
Contract lecturers (consultants, seminar and retreat leaders, and guest speakers)	12,000.	
Mileage	500.	
Conferences (retreats, off-campus seminars, and mini-retreats)	14,263.	
Total projected expenses		\$55,956

Notes:

1. Expected augmentation of the 1989-90 district budget by AB 1725 is \$58,771 (estimated).
2. The 1989-90 AB 1725 Human Resources Plan and the AB 1725 Report of Activities for the period February 1 - June 30, 1989, will be available in September 1989.

Glendale Community College
1500 North Verdugo Road
Glendale, CA 91208
818-240-1000

EVALUATION OF AB 1725 ACTIVITIES - *February 1 - June 30, 1989*

and

AB 1725 HUMAN RESOURCES DEVELOPMENT PLAN - 1989-90

**Staff Development Advisory Subcommittee
of the Executive Committee**

Ex-officio

Sharon Scull, *Faculty, Language Arts, Chair*
John Davitt, *Superintendent/President*

Appointed by Constituency Groups

Pat Beggs, *Classified, Financial Aids*
Larry Byrd, *Faculty, Physical Sciences*
Young Gee, *Faculty, Language Arts - ESL*
Jessica Gillooly, *Adjunct Faculty, Social Sciences*
Allan Grimsby, *Administration, College Services*
Diane Meyer, *Faculty, Counseling*
Betty Myers, *Classified, Tutorial Center*
Tony Owen, *Faculty, Aviation*
Denis Van Dam, *Administration, Learning Center*
Margaret Voegele, *Classified, President's Office*

Permanent Resource Persons

Donald Averill, *Administration, Affirmative Action*
Scot Spicer, *Classified, Planning and Research*

Prepared by Sharon Scull
Staff Development Officer

November 15, 1989

Glendale Community College is committed to providing instruction and employment opportunities free from discrimination, bias, or stereotyping based on sex, race, religion, national origin, age, handicap, or marital status.

Acknowledgement: Graphics by John Scull

EVALUATION OF ACTIVITIES

for the period

February 1 - June 30, 1989

and

AB 1725 HUMAN RESOURCES DEVELOPMENT PLAN - 1989-90

Introduction and Rationale

Since 1986, Glendale Community College (GCC) has made an annual financial commitment of nearly \$60,000 to establish and maintain comprehensive professional growth and development activities exclusive of sabbaticals, conferences, memberships, and other costs that are part of the district operating budget. Thus, AB 1725 funds have been and will continue to be used to supplement district activities described in *Staff Development Program (August 1989)* filed with this plan. The initial AB 1725 human resources development plan (HRDP) for the period February 1 - June 30, 1989 was based on results of a needs assessment of all full- and part-time employees. The plan was fully integrated with the existing district program.

Members of the Staff Development Advisory Subcommittee work together to determine the thrust of the program. All staff development activities at GCC are closely attuned to long-range campus goals and aims, including maximized student access and outcomes through greater support of the instructional process, increased communication across academic and assignment disciplines, expanded awareness of cultural diversity, improved organizational dynamics, enriched college community, and heightened employment satisfaction.

Scope of the Plan

Both the flexible, on-going district program and the more restrictive AB 1725 HRDP are designed to respond to the changing professional needs of instructional, administrative, and classified employees. Appropriate activities are offered to promote positive and productive interaction among all staff members with the ultimate purpose of improving instructional delivery services and enhancing the educational experiences of all students. The district program funds in-service activities that are integrated with campus needs and priorities, including grant support for innovative projects, scholarly research, and publication; retreats for team building, strategic planning, governance, campus operational improvement; visiting guest lecture series; and outreach activities. The AB 1725 plan provides for intensification of many of these activities through funding of consultants, lecturers, conferences, seminars, and retreats, and through training in microcomputer use, cultural diversity awareness, and teaching critical thinking. In addition, AB 1725 funds allow the college to offer tuition support for training, retraining, and updating in technological and academic fields.

AB 1725 Staff Development Needs Assessment

A formal, comprehensive staff development needs assessment instrument (*Appendix 1*) was distributed to all employees November 27, 1988. The instrument addressed all nine categories authorized by AB 1725 and included 35 general activities within those categories. Respondents

evaluated activities as (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; or (e) don't know. The top five items by the percentage of the group ranking them as "essential" are shown in *Appendices 2* (overall), *3* (classified staff and contract faculty), and *4* (administrative staff and adjunct faculty, neither of which was a representative sample). The number of items rated "essential" by 30% or greater of each group were 10 by the overall group, 5 by classified staff, 11 by administrators, 23 by contract faculty, and 6 by adjunct faculty. The Advisory Subcommittee met December 8, 1988, to review preliminary results; members agreed that the AB 1725 Human Resources Development Plan should respond to the top five needs identified overall and also reflect as many as possible of the needs specified by each constituency group, with emphasis on representative samples. The Advisory Subcommittee agreed in May 1989 that the 1989-90 AB 1725 HRDP should continue to respond to the needs identified in the comprehensive assessment.

Subsequent Needs Assessments

At its May 1989 meeting, the Staff Development Advisory Subcommittee determined to address in more depth the concerns identified in the AB 1725 needs assessment, with special emphasis on cultural diversity awareness in relation to teaching communication and critical thinking skills, three of the top five items identified by all staff on the survey. These concerns reflect major college goals of meeting the challenge of a drastically changing student population by improving intercultural understanding, developing awareness of multi-ethnic diversity, and implementing a new Title III grant that focuses on under-prepared students. The college administration agreed to devote Institute Day (similar to a flex day), September 7, to a special staff development mini-conference related to these needs. After the conference sessions, the entire faculty met in facilitated groups to discuss concerns and problems brought out by speakers and participants and to identify areas for staff development, shown in *Appendix 1*. Faculty have been asked to complete and return a Help and Interest Survey to determine the focus of future in-service activities.

At the Fourth Annual Administrative Retreat, October 11-13, 1989, the 44 participants also identified staff development needs for academic and administrative managers, largely related to college-wide goals of improving communication across disciplines and assignment areas and implementing the new governance structure. These suggestions are also shown in *Appendix 1*.

Goals and Objectives - Needs to Be Addressed with AB 1725 Funding during Spring 1989

(For reference, goals are identified in **bold-faced print** as they were listed and in the order of their appearance on the needs assessment instrument, *Appendix 1*. Objectives and their rationales are shown in regular print, planned activities to fulfill those objectives are shown in **bold-faced, italicized print**. Evaluation of activities that were actually carried out are shown in *regular italicized print*. The budget cost breakdown is shown in *Appendix 5*, and the timeline of scheduled activities appears in *Appendix 6*.) Objectives that will be continued in 1989-90 are shown in regular type below the evaluations.

Area I: Improvement in Teaching

4. **Instructor training across the curriculum in teaching oral and written communication skills to students with limited English**
#2 overall

Overall, 41.2% of all respondents (and 48.2% of all contract faculty) felt it was essential that instructors across the curriculum receive training to help students with limited English develop better oral and written communication skills. (Many adjunct faculty teach English as a Second Language in both credit and non-credit programs, which may explain their 38.4% essential rating.) Such training would not only help instructors to respond to the Title V writing requirements but also to conduct courses much more efficiently since students' communication abilities would be improved in all disciplines. *An introductory in-service course will be offered in March. An in-service series in teaching oral and written communication skills as they apply to all disciplines will be developed during the spring semester for Fall 1989 offering. One component of the Critical Thinking Mini-Retreat will cover teaching of written communication skills (see Areas I, 5, and IV, 20.)*

Evaluation:

Susan Brinkmeyer presented introductory workshops exploring "Strategies for Teaching Writing Across the Disciplines" (April 12) and "How to Help ESL Students Write Clearly: A Cross Disciplinary Approach" (April 19). Activities were directed toward faculty who had relied heavily on objective testing in the past. Attendance at these pilot programs was somewhat limited because of conflicting activities on campus.

1989-90: This activity will be combined with efforts to improve developmental skills under GCC's Title III grant. A comprehensive plan for in-service emphases is in the formative stages.

5. Instructor training in teaching critical thinking skills across the curriculum
#4 overall

Although 34.9% of all respondents rated training in teaching critical thinking as essential, neither contract faculty nor administrators placed this category in the top five (although both placed it in the second five). However, adjunct faculty rated it fifth. In September, Staff Development offered an eight-hour workshop, "All You Ever Wanted to Know About Critical Thinking," which examined definition, theory, application, and preparation of essay topics. *A modified version of this workshop, especially geared to non-liberal arts instruction, will be offered in February. A Saturday Mini-Retreat that will be offered in April for adjunct faculty is described in Area IV., 20.*

Evaluation:

Critical Thinking Across the Disciplines" (four two-hour workshops for faculty) was presented by William Parker and Sharon Scull (February 13, 17, 24, and 27). Topics included Essentials of Critical Thinking; Levels of Thought--from Processing Information to Thinking Critically; Applications Across the Curriculum; and Preparing Topics and Evaluating Essays. The entire Nursing Department and staff members from Counseling and Alcohol Studies attended and participated in the sessions. Responses were very positive. The workshops initiated involvement of faculty from off-campus locations in other staff development activities during the spring semester.

8. Increased conference attendance to obtain new ideas for classroom use
#2 contract faculty

For decades, faculty travel has been extremely limited. Although instructors have been very resourceful in sharing ideas through in-house lecture series, and they have gained new insights from visiting lecturers, they have never been able to enjoy the benefits afforded by exchanges of information gained from visiting other campuses or attending national conferences. The GCC staff development program includes some conference funds, which are used for retreats, off-campus seminars, workshops, and retraining, as well. AB 1725 funds will triple the amount available for such purposes. *In March, several presentations are scheduled for the Association of California Community College Administrators (ACCCA). In April, David Gottshall will offer a two-day "Great Teachers Retreat" for 30 participants. In May, staff members who have submitted proposal presentations will attend the Eleventh National Institute for Staff and Organizational Development (NISOD) conference in Austin, Texas. Instructional Divisions Chairs will attend a consultant-led management training retreat, "Creating and Controlling Change." In June, faculty and administrators will attend and make presentations at "Rethinking the Curriculum: A Conference on Integrated Interdisciplinary Education," which Glendale Community College is co-sponsoring with San Diego State University; University of California, San Diego; University of San Diego; and California State Polytechnic University, Pomona (in June). Travel and conference attendance will be available to all staff throughout the spring semester.*

Evaluation:

Conference and travel expenses were paid for fifty faculty, administrators, and classified staff members during the reporting period. Priority was given to presenters or those who had submitted presentation proposals, and approximately half the conference account was used by presenters too numerous to list here. Information gleaned from conferences and seminars was used in various ways, as shown in Appendix 7; however, all staff identified conferences as beneficial. The opportunity to exchange information and network with colleagues from other institutions was of major importance, as was sharing new ideas with colleagues upon return. Faculty were eager to broaden their knowledge of their subject areas and to improve teaching, counseling, and advisement. Improvement in student outcomes was anticipated in such as areas as study skills or learning techniques, interdisciplinary connections, critical thinking, computer use, planning and forecasting, and intercultural understanding.

The following presentations were made at ACCCA, March 1-3, 1989:

"A program with Vision: Staff Development that Serves as a Catalyst for Campus-Wide Change" (John A. Davitt, Superintendent/President, and Sharon Scull, Staff Development Officer)

"Humanizing the Process of Matriculation through Intra-Institutional Cooperation" (Allan L. Grimsby, Dean, Counseling, et al.)

"New Angles and Visions: Creating the Necessary Alliance Between Administration and Faculty" (Jo Ray McCuen, Dean, Evening College, et al.)

Easy Access Through Recruitment and Outreach" (Gary W. Parker, Dean, Admissions and Records, et al.)

"A Friendly and Useful Bridge for Students in Non-Credit Adult Education to Community College Credit Education" (Ray Reyes, Associate Dean, College Services, EOPS, et al.)

The Great Teachers Retreat (April 27-29, 1989) was led by David Gottshall, nationally known expert. Exclusive of staff (consultant and facilitators), 25 teaching and counseling faculty attended. Analyses of their evaluations of the event assessed the consultant's knowledge, the process itself, the application of ideas gained from sessions, and future planning. Results were positive, and participants overwhelmingly agreed not only that this retreat should be an annual event but also that the college should hold other retreats using a similar format to deal with college issues. Analyses of participants' responses are included in Appendix 8.

Four faculty who submitted presentation proposals for the 1989 NISOD Conference (May 21-24) were funded to attend. Two presentations were on the program:

"The Application of LOGO to Problem Solving: A Metacognitive Approach to Developing Higher Level Cognitive Skills for Students with Learning Disabilities and Acquired Brain Injuries" (Joy Cook, Instructor of Special Education, and Linda Augustus, Instructor of Adapted Computer Teaching)

"Staff Development as the Catalyst for Campus Team Building and Change" (John Davitt and Sharon Scull)

A management retreat for 14 elected division chairs was held May 10-12, 1989. Thomas Harvey, Director of the Graduate Educational Management Program at La Verne University, led the retreat. An important goal was to prepare academic chairs for inclusion in the annual fall administrative management training retreat. Sessions included instruction on creating, controlling, and developing an agenda for change; managing conflict and conflict resolution; handling difficult people in difficult situations, and encouraging "intrapreneurship." Participant involvement in activities was enthusiastic, and the forecast for application of management techniques was good. Analyses of evaluations of the event are shown in Appendix 9.

The following faculty presenters were funded to attend "Rethinking the Curriculum: A Conference on Integrated Interdisciplinary Education," which GCC cosponsored with four universities:

"Third World Consciousness: A Classroom Experience" (Mona Field, Assistant Professor of Political Science)

"Big Mac and the Question of Values" (Richard Williams, Associate Professor of Political Science)

"A Small-Scale Integrated Program with Large-Scale Impact: Interdisciplinary Humanities as a Degree Requirement" (John Davitt, Superintendent/President, and Sharon Scull, Coordinator, Interdisciplinary Humanities)

1989-90: Individual conference attendance will continue throughout the academic year. Priority will be given to presenters. In addition, the college will hold its second annual Great Teachers Retreat, an All-College Colloquium/Retreat (to improve communication and clarify the new governance procedure), and Classified Mini-Retreats related to managing the work environment.

Area IV: Retraining to Meet Changing Institutional Needs

17. Training in public relations for staff with frequent public contact
#2 administrators, #6 classified staff, #9 contract faculty, #7 overall

An image marketing program can help the college to accomplish the important goal of improving its community profile. All employees (faculty, administration, and classified staff) who meet the public can benefit from such an effort. Since faculty and administrators will attend other off-campus retreats and seminars funded by AB 1725, and since classified staff have the most frequent public contact (outside the classroom), the first program will examine classified staff members' roles as ambassadors for the college. *An off-campus, consultant-led mini-retreat on marketing the college image will be held in April.*

Evaluation:

"Managing the Public," a program for all classified staff (including managers) was offered by Susan Berk, Management and Staff Development Consultant, April 7, 1989. The two identical half-day sessions were held off campus, and 106 staff members attended. Topics included understanding the critical role of "front-line" staff in creating a positive image for the college; identifying "the public" and anticipating expectations, attitudes, and behaviors; and communicating a consistent image of quality and service--even when overloaded, working under stress, or dealing with unfamiliar cultures. The consultant offered suggestions for handling questions, complaints, frustrations, confusion, and anger in a positive manner; helping people understand and cope with complicated processes, procedures, policies, and changes; and overcoming negative telephone practices. Participants learned to assess potential or escalating conflict situations, identify options for actions, and to build an image of a college-wide operations team. Evaluations were exclusively positive; there were no negative responses. Analyses of evaluations are shown in Appendix 10.

1989-90: "Managing the Work Environment" will be offered to classified staff and managers by Susan Berk November 30, 1989. Two half-day sessions will cover problems related to multiple demands, change, and communication.

18. Cultural Diversity Awareness
#3 overall

Heightened awareness of the cultural diversity of our student body and community was rated essential by 37.2% of all respondents; however, administrators (50.0%) and contract faculty (48.2%) saw an even greater need for training in this area. The district funded program presented a general intercultural lecture/workshop, "Folklore in America," by Alan Dundes, Professor of Folklore and Anthropology, University of California, Berkeley, in October. *All staff will be encouraged to attend two additional AB 1725-funded lecture/workshops on ethnic diversity. The first guest lecturer will be Maxine Hong Kingston, author of the best-selling book, The Woman Warrior, in May.*

Evaluation:

All members of the campus community are welcome to attend lectures by visiting experts. Faculty often use guest presentations as the bases for classroom discussion, thus encouraging comple-

mentarity of campus affairs and involving students in the faculty in-service process. The two speakers funded by AB 1725 during the spring semester were:

Joan Thureson, Professor of Philosophy, El Camino College, presented a lecture/workshop April 6, 1989, "Teaching Ethics & Values Across the Disciplines," that focused on the ethical and legal relationships among individuals, society, and the international community. Responses of the audience and participants are shown in Appendix 11.

*Maxine Hong Kingston, who appeared in conjunction with the annual Humanities Conference/Workshop May 4, 1989, read from her newest book, **Tripmaster Monkey: His Fake Book** and presented a workshop on writing. Kingston, a former college writing instructor who received the National Book Critics Circle Award in 1976 for her non-fiction work, **The Woman Warrior**, galvanized the campus with her expressive reading and served as an intercultural role model for both faculty and students. Analyses of evaluations of her appearance are shown in Appendix 12.*

1989-90: The major emphasis of AB 1725 activities will be on cultural diversity awareness. The first major event was Institute Day in September. Ronald Takagi (U.C. Berkeley) was the keynote speaker. Cluster speakers offering broad-based and culture-specific insights were Salpi Ghazarian (Consultant), Francine Medeiros and David Medina (Mt. San Antonio College), Janet Fisher (California State University, Los Angeles), Rosalind Latner Raby (LACC), Audrey Yamagata-Noji (Rancho Santiago College), and Khachig Tololyan (Wesleyan University). Other guest speakers are Gwendolyn Brooks (November 7, 1989), Pulitzer Prize winning poet; Ronald Parenti (November 9, 1989), expert on international affairs and media myths; Mary Z. Luo (February 8), Cultural Revolution survivor; and Laurien Alexandre (March 1), intercultural affairs with women's studies emphasis.

20. In-service training for evening and off-site adjunct faculty
#2, administrative staff, #3 contract faculty

The concern of contract faculty (48.2%) and administration (50.0%) about maintaining parity between day and evening programs is evident from the responses. Much more in-service training of adjunct faculty is necessary. *Two major efforts will be made possible by AB 1725 funding: a Critical Thinking Mini-Retreat in April and a Great Teachers Mini-Retreat and a Critical Thinking Mini-Retreat in May. Both day-long Saturday programs will use contract faculty as facilitators and instructors. Retreat staff and participating adjunct faculty will be paid stipends.*

The "Critical Thinking Mini-Retreat" (April 22) explored, analyzed, and evaluated strategies for using and teaching critical thinking techniques mandated by Title V for courses that satisfy graduation requirements. Each participant received a packet of resource materials. In conjunction with the district-funded staff development plan, contract faculty earned 1/4 unit of in-service credit for attending eight of the twelve hours of activities at this and the Great Teachers Mini-Retreat (May 6). Adjunct faculty received a small stipend (equivalent to two hours' pay). Activities focused on critical skills necessary for prerequisite courses, employment, and daily life. Faculty from across the disciplines participated. Sessions were as follows:

Essentials of Critical Thinking: Application of critical skills across the curriculum
William Parker (Philosophy, Business Law, Humanities)
Sharon Scull (English, Humanities)

The Excitement of Discovery: Critical thinking in the sciences
Gordon Purser (Chemistry)

Improving Critical Skills of Students with Limited English: Incorporating reading, writing, listening, and speaking in the critical process
Susan Brinkmeyer (ESL, English, Humanities)

Interactive Workshop in Planning and Sequencing Assignments: Importance of course objectives, relevance of career field, requirements for written assignments, evaluation of audience, and explanation of means of evaluation (participants were asked to bring 15 copies of complete directions, including a topic, for one writing assignment)

Of the 21 faculty attending (excluding staff), 20 were adjunct. An analysis of the event evaluation is shown in Appendix 13.

The Great Teachers Mini-Retreat (May 6, 1989), an abbreviated version of the GCC Great Teachers Retreat held April 27-29, provided an opportunity for contract and adjunct faculty to share teaching successes, formulate strategies to solve instructional problems, and improve collegiality. Additional objectives were to create new mixes of faculty to maximize available human resources at the college; to help faculty look beyond their own disciplines for resources and ideas; and to provide an atmosphere for objective review of instructional attitudes, methods, and behaviors. Excluding staff/facilitators, 8 adjunct faculty completed evaluation forms. Networking and support activities, ranging from grading standards to student ethics, were important aspects of the mini-retreat. All participants agreed that information, techniques, and ideas were essential or definitely helpful and could be used immediately. Adjunct faculty received stipends equal to two hours' pay, and staff received in-service instructional stipends. Analyses of evaluations are shown in Appendix 14.

1989-90: Evening guest lectures will be inaugurated this year, beginning with Michael Parenti in November. Adjunct faculty will be included in the All-College Colloquium/Retreat (November) and the Great Teachers Retreat (April). Department specific in-service activities will provide modest stipends to adjunct faculty who attend. Overall, the effort will be to combine full- and part-time faculty in as many activities as possible.

Area VII: Computer and Technological Proficiency Programs

27. Computer Literacy **#1 overall**

Some 55.2% of all respondents (but 56.1% of all classified and 58.9% of all contract faculty) identified computer literacy of instructional, administrative, and classified staff members as essential. The Faculty-Staff Computer Center (FSCC) presently offers some in-service instruction, now paid by district-funded staff development, which will be augmented and intensified using AB 1725 funds. All staff will be surveyed during February to determine which courses to offer. Instruction addressing a wide range of abilities--from rank beginners to sophisticated users--will continue to be offered, with the majority of short courses occurring in March, April, and May. In-services courses will vary in length from eight to 32 hours, depending on content and level. Staff will also attend off-campus conferences and seminars related to instructional and institutional computing needs.

Evaluation:

The Faculty/Staff Computer Center Coordinator conducted a survey (*Appendix 15*) in February to determine specific interests and needs of staff members. The courses listed below were offered as a result. In-service instructors provided tutorial assistance on an as-needed basis. Course instructors received hourly pay. In addition, in-office tutorials were available for classified staff who needed help with new hardware or software. More than 50 employees attended in-service courses. Faculty earned 1/4 unit of in-service credit for each eight hours of verified attendance. Certificates for classified staff listed courses and stated number of hours of instruction completed.

Macintosh Courses (2-1/2 hours each) - Stuart Stuple, Instructor

- 3/30 Overview* - introduction to hardware terminology and orientation to operating system
- 4/6 Introduction to Word Processing* - basic activities common to all word processing programs
- 4/13 Using Graphics* - SuperPaint program; effective use of Clip Art; differences among Paint, Draw, and PostScript graphics and graphic programs
- 4/20 Introduction to Excel - introduced the best selling spreadsheet (thought by many to be more powerful and versatile than Lotus 1-2-3) for the Macintosh and provided skills necessary to construct a computerized grade book
- 4/27 Introduction to Microsoft Word* - in-depth look at basic commands, including spell check and formatting
- 5/4 Advanced MS Word* - instruction in design and layout, including multi-column formats and mail merge documents
- 5/18 Desktop Publishing and Printing* - consolidated material covered in previous courses and provides knowledge to produce a quality publication using Macintosh
- 5/25 Advanced Excel - explored the database and charting capabilities of Excel, as well as advanced formatting and formulas
- 6/1 Macintosh Trends* - offered a view of future hardware and software technology, including NeXT machine and HyperCard

*Together, these courses provided a basic introduction to desktop publishing

IBM Courses

- 3/29 Word Processing - Introduction to WordPerfect 5.0, four 2-hour sessions. Instructor, Linda Adkins.
- 4/15 Desktop Publishing and Graphics Presentation - PageMaker and Designer, three 3-hour sessions. Instructor, Steve White.
- 4/19 Introduction to Spreadsheets - Emphasis on Financial Management and on Constructing a Computerized Grade Book, four 2-hour sessions. Instructor, Wally High.
- 6/26 Introduction to Computers - Computer Terminology, Operating System, Word Processing, Spreadsheets, Databases, and Graphics, sixteen 2-hour sessions plus 8 hours of laboratory. Instructor, Wally High.

Several staff members also attended off-campus seminars and short courses related to computer use and computer instruction.

1989-90: The college has arranged for a professional computer consultant to provide a series of courses for staff members. GCC faculty will instruct special courses on request. Staff members will continue to enroll in off-campus seminars and courses.

29. Updating advanced technological training for instructional and operational staff members
#5 overall

Advanced off-campus training is required by some staff members to remain current in their fields, to renew certificates in specialized training areas, or to gain proficiency in new areas. In the needs assessment, 34.5% of all respondents ranked support for this kind of training as essential. Classified staff (40.4%) identified new training and retraining as third and contract faculty (37.5%) as seventh most important. *To combat obsolescence in knowledge and skills caused by rapid technological advances, instructional and operational staff will receive tuition support for training and retraining in their areas of specialty.*

Six faculty and fourteen classified staff members received specialized training during the reporting period. Staff members completed credit courses in microcomputer operating systems, accounting theory and practice, auditing, and marketing and short courses in aging and longevity for health professionals, WordPerfect, Lotus 1-2-3, co-dependency and temperament diagnosis and recovery, frontiers of psychological type, and "supercomputing." Statistics on tuition support are shown in Appendix 16.

1988-89: Tuition support for updating training will continue throughout the academic year.

Area VIII: Courses and Training Implementing Affirmative Action and Upward Mobility Programs

30. Training to ensure that affirmative action requirements are met by hiring committees and by general employment practices
#4 classified, #9 overall

Classified staff (31.6%) ranked this need among the top five. The district-funded program sponsored consultant-led workshops, for all staff during the fall semester, that defined and discussed sexual harassment. *Affirmative action hiring requirements will be addressed in an in-service consultant-led workshop during the spring semester.*

Forty-one faculty and administrators attended an affirmative action workshop, presented by Beverly Bernstein & Associates, to prepare for hiring new faculty funded by AB 1725. The program explored bias and prejudice, both subtle and overt, and involved participants in role analyses of hiring practices. Evaluations of the workshop are shown in Appendix 17.

33. Wellness (healthy heart, lowering or maintaining blood pressure, relaxation and exercise, etc.) programs and activities
#4 classified staff

The district-funded program regularly sponsors various wellness activities (stress reduction,

relaxation, cardiopulmonary resuscitation, healthy heart, yoga, diet and nutrition, etc.) and will continue to do so.

Continuing District-Funded Activities - 1989-90

The district-funded program will continue its financial support of established activities:

Innovative Projects Grants benefit the institution and the instructional process and are available to all full- or part-time staff members.

Scholarly Research Grants provide contract faculty members three units of hourly replacement and *Summer Stipends* pay contract faculty to do research related to their teaching responsibilities. Both stimulate classroom activities, conference presentation, and publication.

Scholarly and Issue-Oriented Guest Lectures and Workshops enable staff and students to benefit from the latest research.

Instructors' Hourly Pay for In-service Courses and Workshops use in-house expertise to enhance instructional, professional, or personal development.

Conferences, Retreats, and Seminars improve knowledge and professional abilities.

Management Training introduces staff to new management techniques and applications to improve college operations and communications.

Limited Outreach Activities and Partnerships help instructors develop strategies to teach incoming students.

Faculty Lecture Series disseminate information among staff and provide enrichment for students.

New and Creative Ideas help to keep the program innovative.

Advisory Subcommittee

From the inception of the current district-funded program in March 1986, the Staff Development Advisory Subcommittee of the Executive Committee included representatives from faculty across the teaching disciplines, college and student services, classified staff, and administrative staff. To respond to the expanded role of staff development under AB 1725 legislation, the advisory subcommittee was enlarged to include affirmative action and institutional research resource persons; current membership is shown in Appendix 1. The Staff Development Program emanates from the Office of the Superintendent/President. The college president appoints the Staff Development Officer, and both serve as ex-officio members of the Advisory Subcommittee (which the Staff Development Officer chairs). Members are appointed by constituent groups--the Academic Senate, the faculty and classified bargaining units, and the administration. Members serve in an advisory capacity, acting not only as liaison persons for their constituent groups, but also as consensus seekers within the Advisory Subcommittee.

Responsibilities of members are: (1) to make suggestions for programs based on needs identified by their constituent groups; (2) to review major documents, such as this plan; (3) to review and approve applications for Innovative Project and Scholarly Research Grants and for Summer Stipends; and (4) to attend Advisory Subcommittee meetings. Members are encouraged to participate in program planning and in the offering of staff development activities in which they have expertise or interest.

Following the "consensus model" used by the Southern California Staff Development Officers Consortium, committee procedures are informal.

Staff Responsibilities and Assignments

The Staff Development Officer is responsible for planning and implementation of activities for all three segments of the staff--administrative, classified, and instructional--to achieve college goals.

Schedule of Activities, 1989-90

July	In-service courses (through June) Training/retraining (through June) Conference attendance (through June) On-going evaluations of all events and conferences
September	Institute Day Keynote/cluster speakers Facilitated group discussions Informal needs assessment
October	Informal needs assessment at Administrative Retreat
November	Gwendolyn Brooks lecture/workshop Michael Parenti (day and evening) lectures; workshop Jim Webster, All-College Colloquium/Retreat Susan Berk, Classified Mini-Retreats
February	Mary Z. Luo (day and evening) lectures; workshop
March	Laurien Alexandre (day and evening) lectures; workshop
April	David Gottshall, Great Teachers Retreat
May	Update needs assessment; reduce/analyze data
June	Prepare 1990-91 AB 1725 HRDP

A timeline is shown on the following page.

SCHEDULE OF AB1725 FUNDED ACTIVITIES 1989-90

	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP
In-service Courses	← SCHEDULED PERIODICALLY DURING ACADEMIC YEAR →												
Institute Day Keynote/Cluster speakers Faculty facilitators	⌘												
Informal needs assessments	← →												
Gwendolyn Brooks			⌘										
Michael Parenti			⌘										
Jim Webster All-College Colloquium			⌘										
Susan Berk Classified Mini-Retreats			⌘										
Mary Z. Luo					⌘								
Laurien Alexandre						⌘							
David Gottshall Great Teachers Retreat							⌘						
Training/Retraining	← →												
Conference Attendance	← →												
Update Needs Assessment; Reduce/Analyze Data									⌘				
Prepare 1990-91 HRDP										⌘			

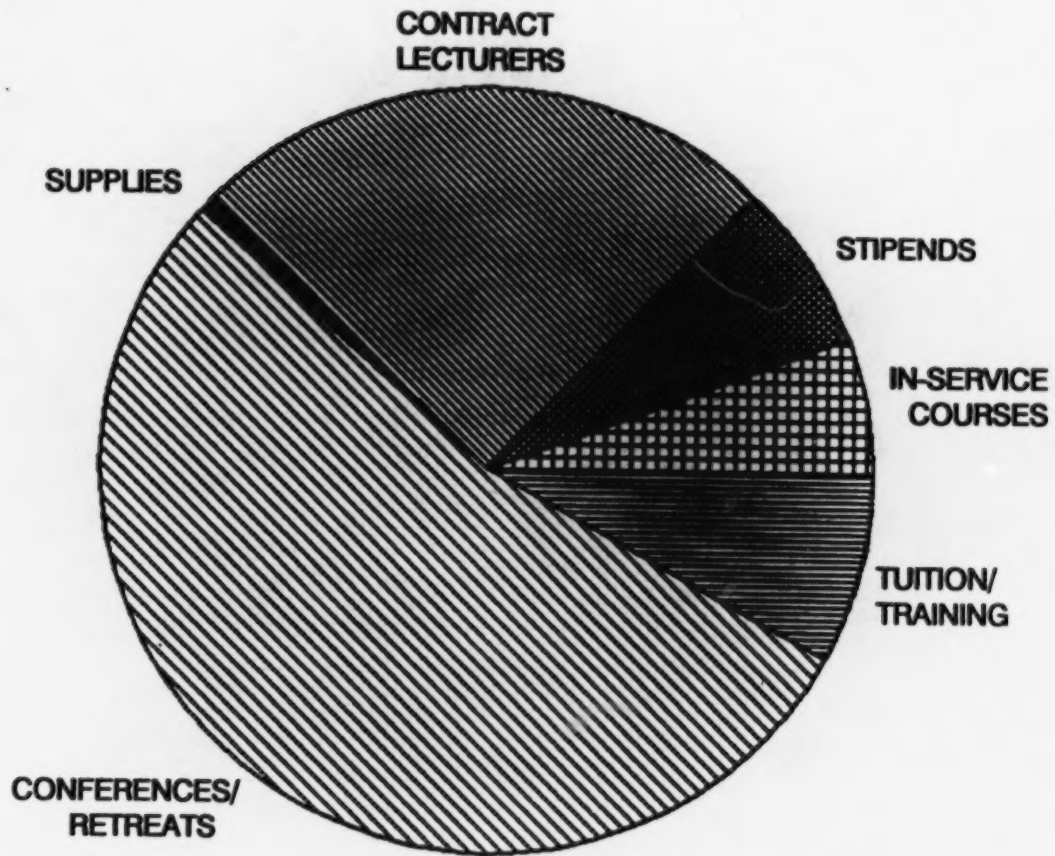
Evaluation

Events and activities will be evaluated throughout the 1989-90 academic year by participants to determine the usefulness of content, the effectiveness of the process used to deliver the information or materials, the possible application of the information to improve student outcomes, and the impact on future planning. Copies of evaluation forms for conference attendance, tuition support for training/retraining, and various events and retreats are included as *Appendix 18*. More comprehensive forms of evaluation will be investigated and incorporated in the future. Data from evaluations will be analyzed to determine the effectiveness, usefulness, and applicability of each program to positively affect institutional goals and, ultimately, student outcomes. Of major concern will be improving the delivery of instructional services, developing instructional strategies to help faculty respond to the changing needs of students, increasing campus awareness of cultural diversity, and enhancing the overall educational experiences of students.

Budget

Allocation from AB 1725		58,771
03-10-6780-1310 Teacher Hourly (In-service Courses)	3,411	
03-10-6780-1395 Stipends		4,177
Institute Day Facilitators	1,750	
Adjunct Faculty In-service	2,427	
03-10-6780-4590 Supplies		500
03-10-6780-5120 Contract Lecturers		14,500
Ronald Takaki, Keynote Speaker	1,278	
Cluster speakers	1,750	
Gwendolyn Brooks	3,122	
Ronald Parenti	1,500	
Jim Webster	1,500	
Mary Z. Luo	1,000	
Laurien Alexandre	1,000	
Susan Berk	1,350	
David Gottshall	2,000	
03-10-6780-5220 Conference		31,450
Great Teachers Retreat	6,350	
Classified Mini-Retreats	2,100	
All-College Colloquium/Retreat	2,000	
Individual Conference Attendance	21,000	
03-10-6780-5890 Tuition for Training/Retraining		4,733
Expected Total Expenditures		58,771

AB1725 BUDGET PLAN FOR 1989-90



Conclusion

Continued high-level administrative support and annual financial commitment to district-funded staff development activities provide professional and personal growth opportunities for all college employees. Supplemental AB 1725 funds allow the college to double that commitment during the 1989-90 academic year by expanding and intensifying human resources development in areas identified as essential by respondents from all segments of the staff. Accountability is improved by refining the evaluation process, and the on-going district program is complemented by AB 1725 funding.

GLENDALE COMMUNITY COLLEGE

STAFF DEVELOPMENT

TO: ALL STAFF

SUBJECT: NEEDS ASSESSMENT FOR AB 1725 FUNDS

All administrative, classified, and instructional staff should participate in assessing the staff development needs of college personnel.

**RETURN SCANTRON CARD AND COMMENT SHEET TO
BOX MARKED "STAFF DEVELOPMENT NEEDS ASSESSMENT"
IN THE MAIL ROOM (AD124) BY DECEMBER 5, 1988**

Off-campus personnel should mail scantron card
and comment sheet to Sharon Scull or Scott Spicer.

Article 5, Section 87153 of AB 1725 authorizes specific uses of state funding for staff development. All activities must demonstrate accountability in terms of student outcomes. In order for Glendale College to receive approximately \$60,000 in state funding to augment staff development activities during the 1988-89 fiscal year, the college must conduct a needs assessment and prepare a human resources development plan within the next three weeks. By January 1, 1989, the Superintendent-President must certify these documents and send them to the Chancellor's Office. Please help by identifying staff development activities that you believe are important. The results of the needs assessment will be analyzed at a meeting of the Staff Development Advisory Subcommittee December 8, 1988. The plan must be completed before December 16, 1988. Your cooperation will enable the college to double its commitment to staff development expenditures for 1988-89. Note that funding for subsequent years is not assured; thus, the AB 1725 plan should remain separate from the district-funded plan.

Instructions:

Select the best answer for each question. Use a No. 2 pencil, and fill in the appropriate bubble on the attached scantron form. Use the separate comment form for written remarks. Place both scantron and comment forms in the box marked "Staff Development Needs Assessment" in AD124.

1. I am a member of (a) administrative staff; (b) classified (full-time) staff; (c) classified (part-time) staff; (d) classified confidential staff; (e) classified management staff; (f) contract faculty; (g) adjunct (part-time) faculty.
2. I have been employed by the college for (a) less than one year; (b) one to five years; (c) five to ten years; (d) ten to fifteen years; (f) more than fifteen years.

Nine authorized categories for AB 1725 funding are shown in bold face type. Under each

category are listed several possible activities. Please rank them according to the need you perceive for them: (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area I: Improvement of Teaching

3. Workshops presenting information on the diversity of teaching theories, styles, or techniques are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
4. Instructor training across the curriculum to help students with limited English develop better oral and written communication skills is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
5. Instructor training in teaching critical thinking skills across the curriculum is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
6. Information exchange among instructional staff regarding the various GCC programs (instructional majors and/or student services or support) would be (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
7. An annual local "Great Teachers Seminar" workshop/retreat would be (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
8. Increased conference attendance to obtain new ideas for classroom use is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
9. Increased conference attendance to present papers relating to unusual teaching techniques or unique programs at GCC is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
10. Increased conference attendance to obtain new ideas for organization and/or direction of college programs and services related to the improvement of teaching is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
11. Increased conference attendance to obtain new ideas for implementing student services to aid in the instructional process is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area II: Maintenance of Current Academic and Technical Knowledge and Skills

12. Tuition support for courses that will improve employee performance is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
13. Visiting scholars, speakers, and lecturers to provide new or specialized information and in-service workshops are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area III: In-service Training for Vocational Education and Employment Preparation Programs

14. Tuition support and/or released time for training with business and industry are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area IV: Retraining to Meet Changing Institutional Needs

15. Confidential professional career assessment and counseling services are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
16. Leadership training (e.g., workshops, seminars, and internships) is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
17. Training in public relations for staff with frequent public contact is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
18. Cultural diversity awareness training for administration, faculty, and classified staff is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
19. Training in techniques needed for working with students who are the "products" of foreign educational systems is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
20. In-service training (ranging from orientation to teaching methodology and curriculum content) for evening and off-site faculty is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area V: Intersegmental Exchange Programs

21. More joint curriculum articulation programs between GCC and "feeder" secondary schools are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
22. Joint instructional programs between GCC and transfer institutions are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area VI: Development of Innovations in Instructional and Administrative Techniques and Program Effectiveness

23. State funded (in addition to district funded) innovative projects grants are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
24. State funded (in addition to district funded) released time for scholarly or classroom-based research is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
25. An in-service training "flex day" to replace one of the institute days is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
26. Annual brainstorming, planning, or problem solving retreats for instructional and administrative staff members are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area VII: Computer and Technological Proficiency Programs

27. Computer literacy of instructional, administrative, and classified staff members is (a)

essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

28. Advanced training in computer use for instructional and operational staff members is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
29. Updating advanced technological training for instructional and operational staff members is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area VIII: Courses and Training Implementing Affirmative Action and Upward Mobility Programs

30. Training to ensure that affirmative action requirements are met by hiring committees and by general employment practices is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
31. Training in leadership and/or management skills for women and minorities is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
32. In-service programs in networking, career options, and career development are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area IX: Other Activities Determined to be Related to Educational and Professional Development (pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem [whole person programs]).

33. Wellness (healthy heart, lowering or maintaining blood pressure, relaxation and exercise, etc.) programs and activities are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
34. Classified staff attendance of off-campus, assignment- or task-related seminars and workshops is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.
35. Task specific on-campus, in-service workshops for all staff are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

**AB 1725 NEEDS ASSESSMENT
COMMENT SHEET**

The following suggestions, ideas, or possibilities are related to
Area ___ I; ___ II; ___ III; ___ IV; ___ V; ___ VI; ___ VII; ___ VIII; ___ IX:

Name (Optional)

Please be sure to give your name if you have made suggestions for specific activities so that you can be contacted about them. Also, if you are willing to instruct specific activities, please list them, and estimate the anticipated duration of each.

Staff Development and Related Needs Identified in Facilitated Group Discussions
Faculty Institute Day, September 7, 1989

HELP AND INTEREST SURVEY

1. Please check areas in which you have expertise and would be willing to share it by offering one of the listed activities. Instructors of in-service courses receive stipends.
2. Please choose five items from the list as a whole and rank them according to interest or need.

Possible in-service courses, seminars, or facilitated discussion groups on intercultural specifics:

- ☐ Interpreting patterns in behavioral clues or problems, such as shyness
- ☐ Improving students' self esteem
- ☐ Dealing with students whose social background is strongly patriarchal
- ☐ Examining basic values reflected in gestures or language
- ☐ Teaching students with diverse language skills and writing styles
- ☐ Learning differences among recent arrivals and those from settled communities
- ☐ Evaluating differing methods of instruction in (this and) other cultures
- ☐ Sharing teaching techniques that work but don't lower standards
- ☐ Dealing with cheating in the classroom
- ☐ Ensuring gender equity in classroom materials
- ☐ Avoiding gender and ethnic stereotyping
- ☐ Integrating women's contributions and culturally relevant materials into class presentations
- ☐ Taking the Myers-Briggs Inventory to learn about staff and student working styles
- ☐ Learning more about Affirmative Action hiring
- ☐ Offering a student/faculty seminar regarding cultural problems, ethnicity, common trends, etc. followed by facilitated faculty groups to discuss cultural differences and share classroom methodology and policies
- ☐ Understanding the breadth and depth of college services available to students
- ☐ Discussing classroom intercultural problems and faculty handling of them

Suggestions for development of resource materials:

- ☐ Faculty manual on cultural diversity
- ☐ Staff development resources available at Learning Center
- ☐ Questionnaires on cultural savvy to raise faculty consciousness
- ☐ Printed version of speakers' presentations
- ☐ Researched resource bank on women's and minorities' contributions to various disciplines

Suggestions for increasing time devoted to staff development activities:

- ☐ Mid-semester flex days
- ☐ Longer sessions; fewer topics on Institute Day (or add another day)
- ☐ Mandatory in-service training within regular hours, adjunct faculty included

Name _____ Ext. _____ Location _____

Return to Sharon Scull by December 1, 1989

Fourth Annual Administrative Retreat
October 11-13, 1989

Identified Staff Development Needs

INTEREST SURVEY

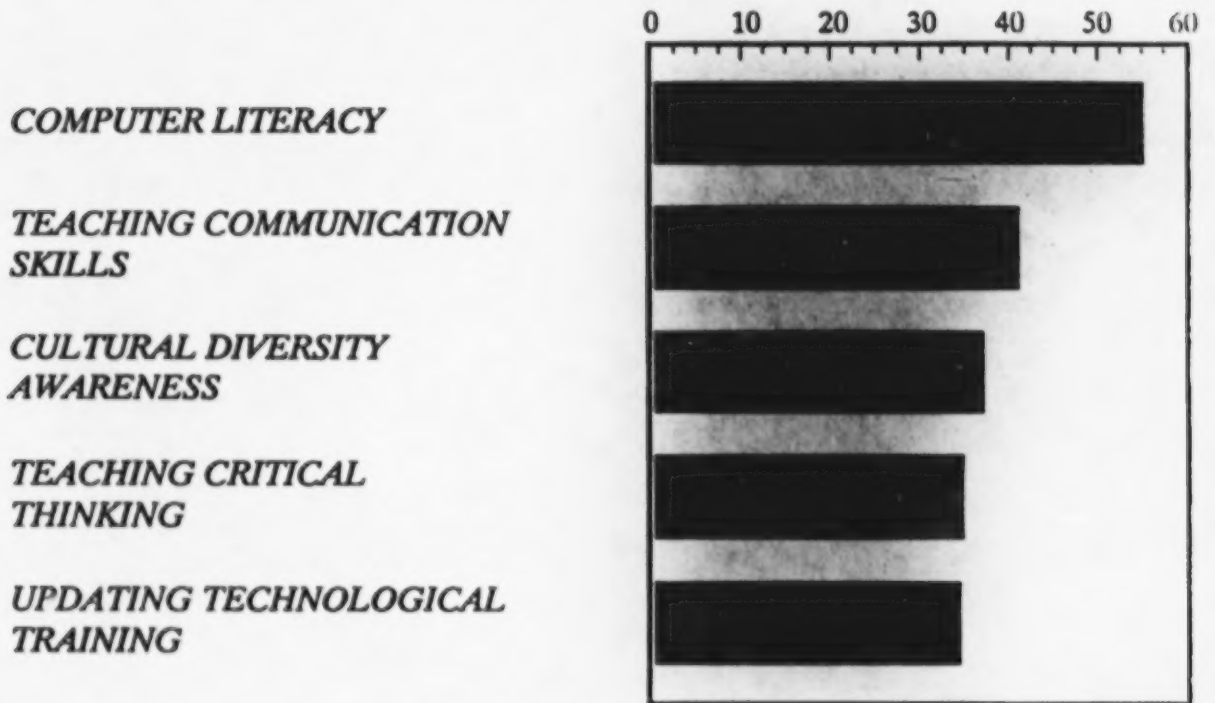
1. *Please choose five items from the list and rank them according to interest or need:*
2. *Please check areas in which you have expertise and would be willing to share it by offering training.*

- ☐ Communication strategies--oral and written
- ☐ Practice of cross-segment decision making
- ☐ Facilitator training
- ☐ Mediation/arbitration skills
- ☐ Outside networking--joint staff development with other institutions
- ☐ Public Relations skills
- ☐ Self-esteem for classified staff
- ☐ Work organization skills for faculty
- ☐ Training for faculty to deal with diverse student body

Name _____ Ext. _____ Location _____

Return to Sharon Scull by December 1, 1989

**GLENDALE COMMUNITY COLLEGE
RESULTS OF AB 1725 NEEDS ASSESSMENT
NOVEMBER, 1988
171 RESPONSES**

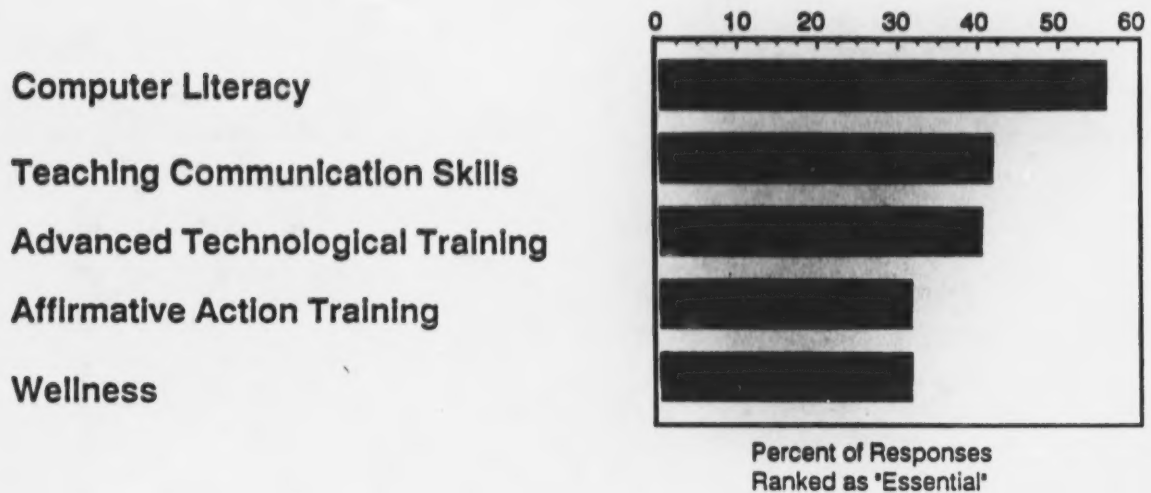


percent of "OVERALL" group ranking items as "essential"

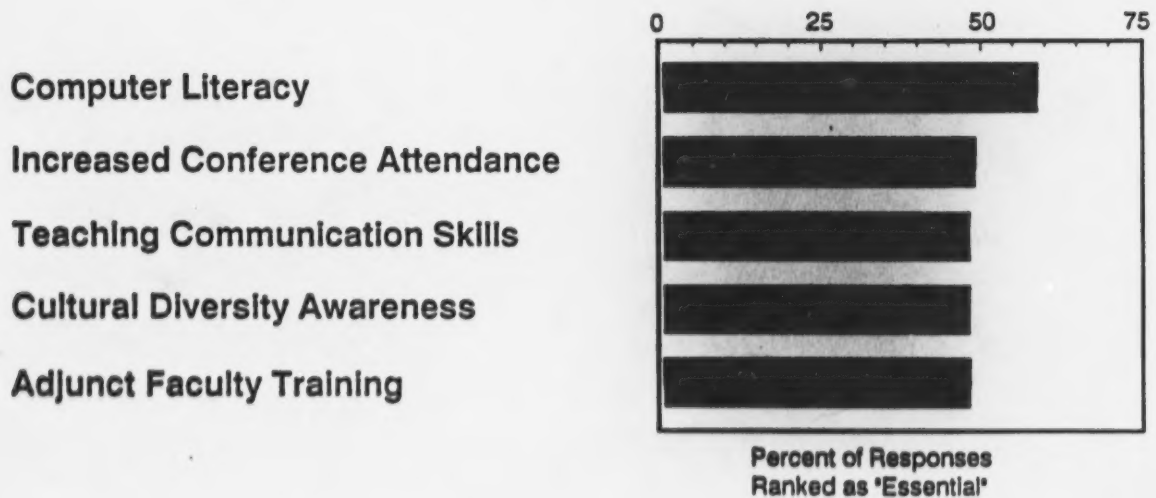
The "overall", "classified", and "contract" groups responded sufficiently to be considered representative samples. The "administrative" and "adjunct" groups did not.

GLENDALE COMMUNITY COLLEGE
Results of AB 1725 Needs Assessment
November, 1988

CLASSIFIED STAFF - 57 RESPONSES

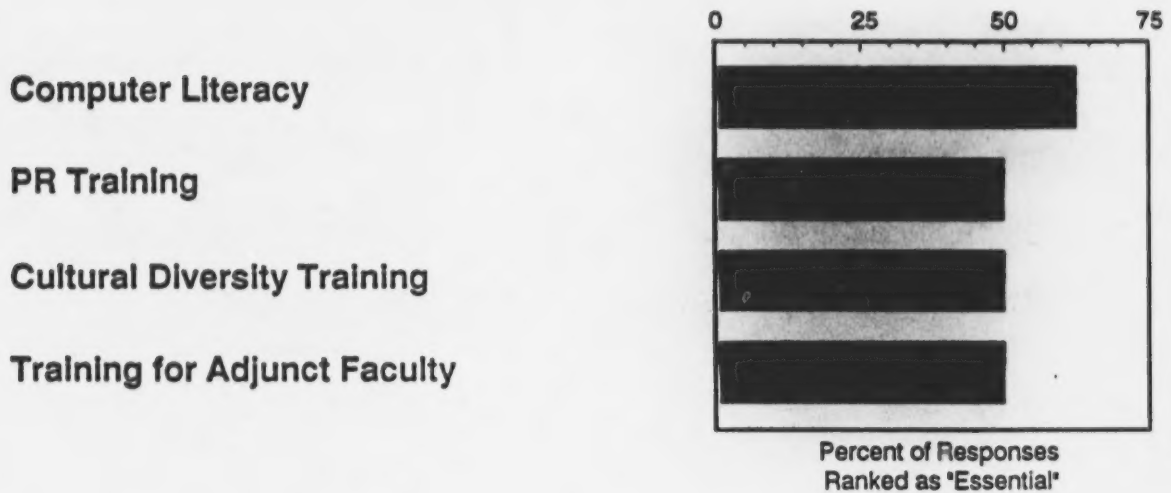


CONTRACT FACULTY - 56 RESPONSES

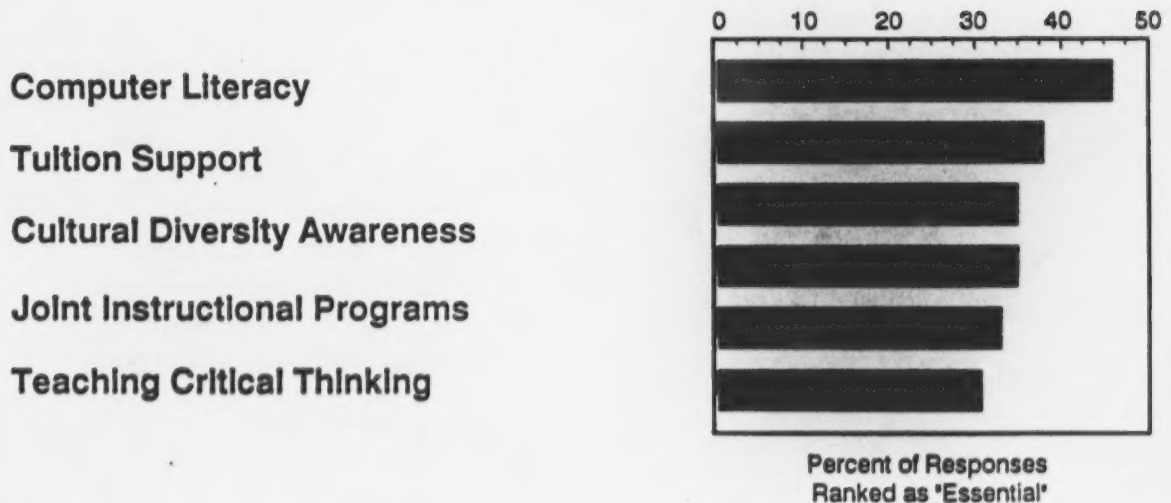


GLENDALE COMMUNITY COLLEGE
Results of AB 1725 Needs Assment
November, 1988

ADMINISTRATIVE STAFF - 8 Responses



ADJUNCT FACULTY - 39 Responses



Appendix 5

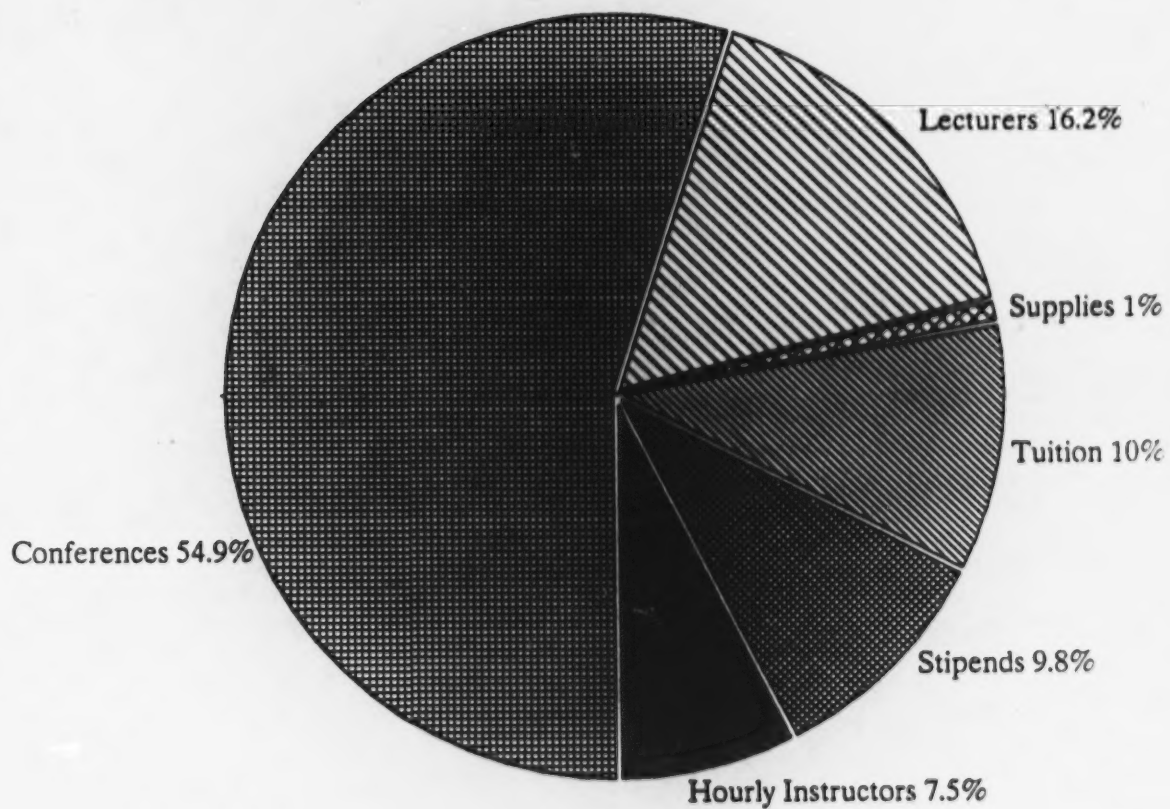
AB 1725 Staff Development Budget
Restricted (Categorical) Funds

February 1 - June 30, 1989

Expected Allocation		59,994
03-10-6780-1310 Teacher Hourly	4,500	
Computer literacy in-service courses		
03-10-6780-1395 Stipends	5,900	
For Leaders and Adjunct Faculty		
Great Teachers Mini-Retreat	3,650	
Critical Thinking Mini-Retreat	1,750	
03-10-6780-1395 Retraining, Tuition	6,344	
03-10-6780-4590 Supplies	600	
Materials for in-service activities		
03-10-6780-5120 Contract Lecturers	9,700	
David Gottshall	2,000	
Tom Harvey	2,800	
Maxine Kingston	1,500	
Additional speaker	1,000	
Affirmative action consultant	1,200	
Public image consultant	1,200	
03-10-6780-5220 Conference	32,950	
Great Teachers Retreat	6,350	
Management leadership training		
for Chairs, etc.	5,000	
Other	21,600	
Expected Total Expenses		59,994

AB 1725 STAFF DEVELOPMENT BUDGET

Restricted (Categorical) Funds



Total Expected Expenses (\$59,994)

SCHEDULE OF COLLEGE ACTIVITIES SPRING 1989

	FEB	MAR	APR	MAY	JUN
Computer needs survey	■				
Tuition support for retraining and upgrading skills					
In-service course, "Teaching Written Communication Skills Across Disciplines to LES Students"		■			
Begin development of course series based on above course					
Computer in-service training courses					
Advisory Subcommittee begins discussion of needs assessment for 1989-90		■			
Critical thinking mini-retreat for adjunct faculty			■		
Great Teachers Retreat			■		
"Image Marketing of the College," Mini-retreat for classified staff			■		
Affirmative action hiring requirements workshop			■		
Guest lecturer, to be announced			■		

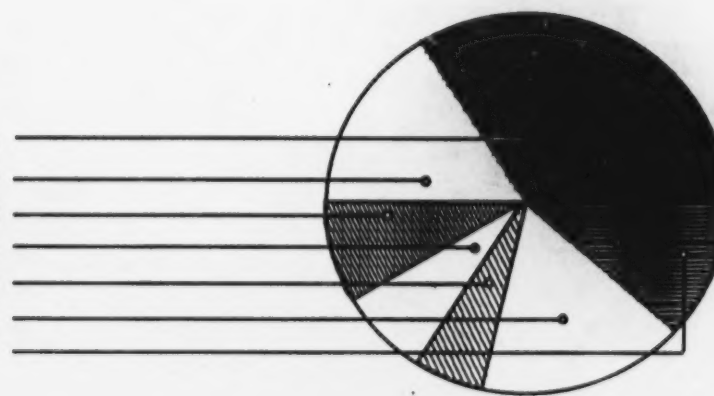
SCHEDULE OF COLLEGE ACTIVITIES SPRING 1989 - CONT.

	FEB	MAR	APR	MAY	JUN
Needs assessment sent to faculty			■		
Guest lecturer, Maxine Hong Kingston				■	
"Creating and Controlling Change," management training retreat for Division Chairs				■	
Great Teachers Mini-retreat for adjunct faculty				■	
Computer in-service training courses				■	
Needs assessment returned; data reduced and analyzed				■	
Complete 1989-90 AB 1725 Human Resources Development Plan					■
Travel/conference attendance and presentations	■■■■■				

CONFERENCE/SEMINAR ATTENDANCE

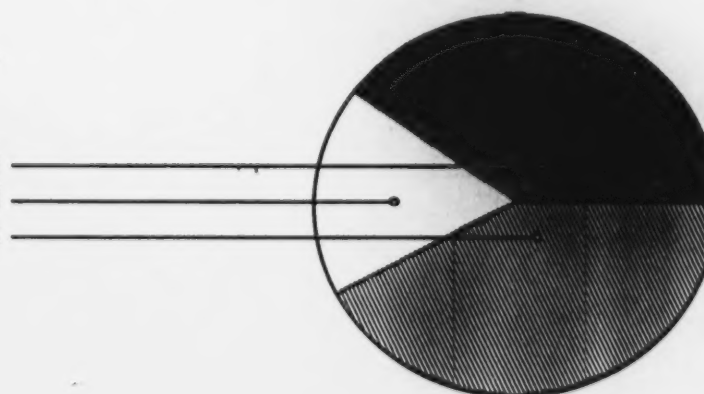
1. How do you plan to use the information gained from the conference/seminar?

share with colleagues
present in class/lecture
revise course content
change teaching techniques
change college operational procedures
improve service area
other



2. What institutional benefit could ensue from your participation or attendance?

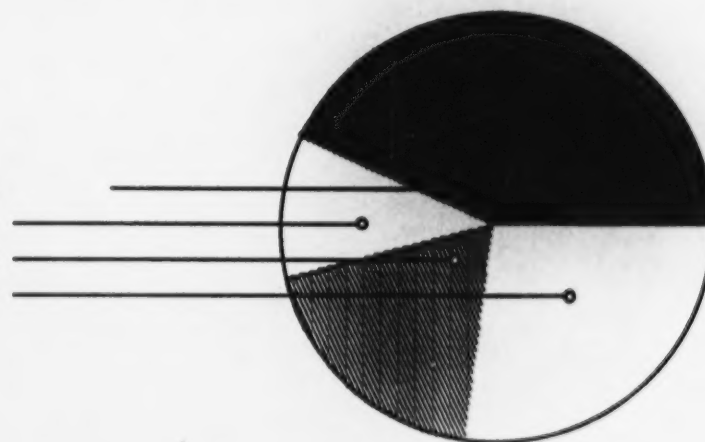
networking with new contacts at other institutions
ideas for research, publication, or grant proposal
broadened scope of knowledge in subject or assignment area



CONFERENCE/SEMINAR ATTENDANCE (CONTINUED)

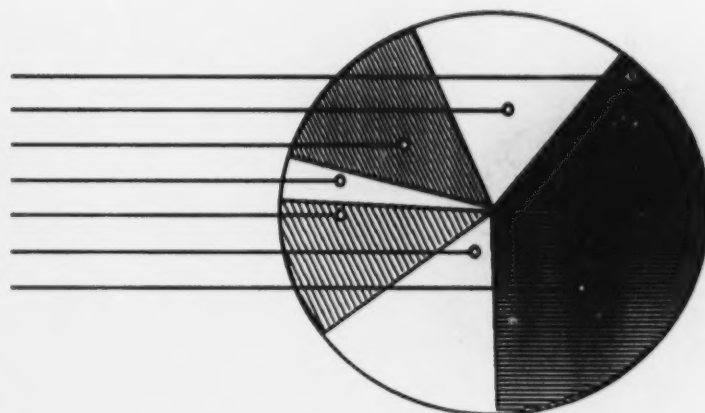
3. How might your attendance help to improve the delivery of educational services?

improve teaching
streamline operations; e.g., registration, financial aids, etc.
improve counseling/advisement
other



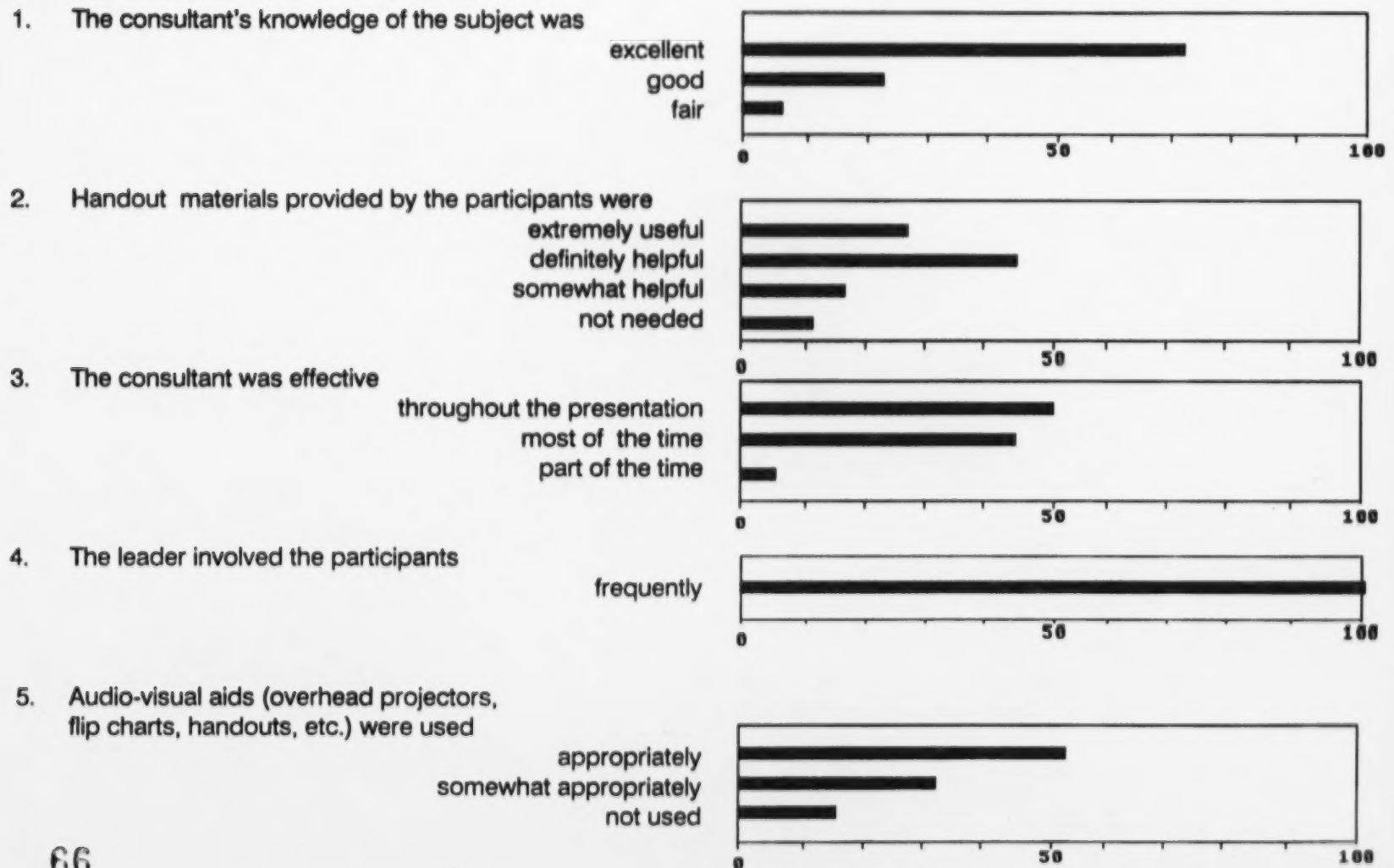
4. How might your attendance improve student outcomes?

enhance intercultural understanding
improve critical thinking ability
increase knowledge of computer use
lessen test anxiety
improve ability to plan or forecast
increase knowledge of interdisciplinary connections
improve study skills or learning techniques



THE GREAT TEACHERS RETREAT 4/27-29/89

percent of responses

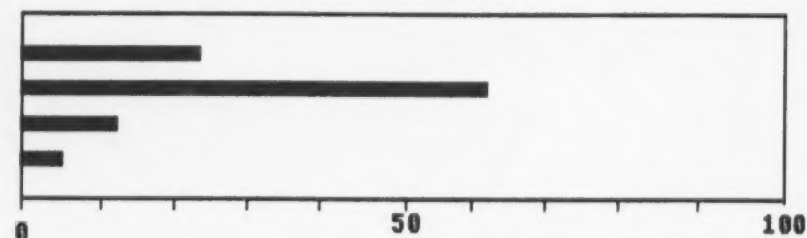


GREAT TEACHERS RETREAT (CONTINUED)

percent of responses

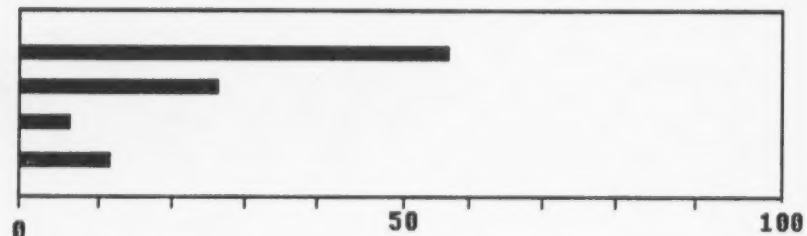
6. Related to my assignment at the college, the information provided and techniques demonstrated were

essential
definitely helpful
not needed
no reply



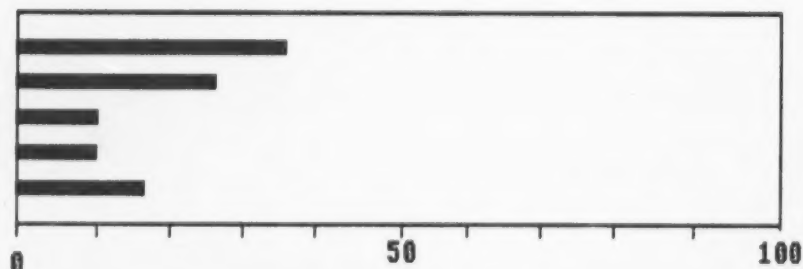
7. The information/ideas provided can be applied

immediately
sometime in the future
only if assignment changes
don't know



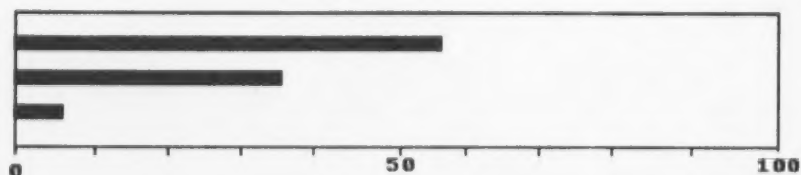
8. Based on my participation in the retreat, I intend to make the following changes in my teaching

modify classroom activities
change syllabus
introduce different exam procedures
others
no change



9. Application of ideas and information gained from the retreat may be used to improve instructional services

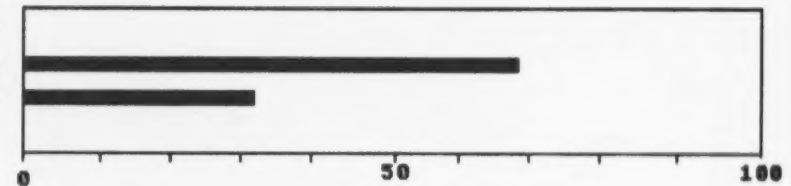
greatly
somewhat
not at all



THE GREAT TEACHERS RETREAT (CONTINUED)

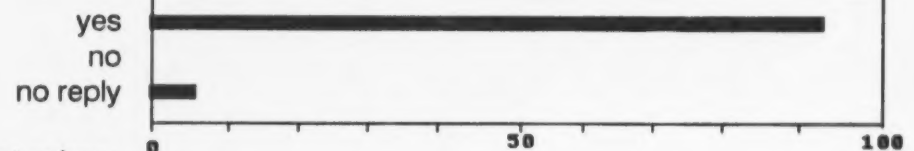
percent of responses

10. Long-term results of the retreat should affect faculty morale
- greatly
- somewhat

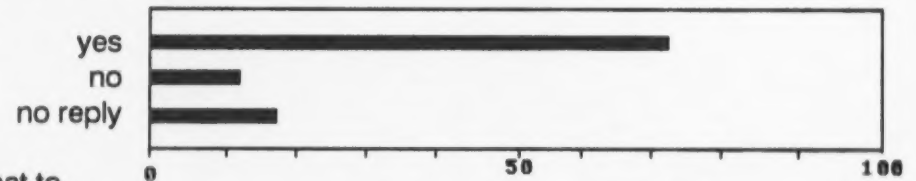


Future Planning

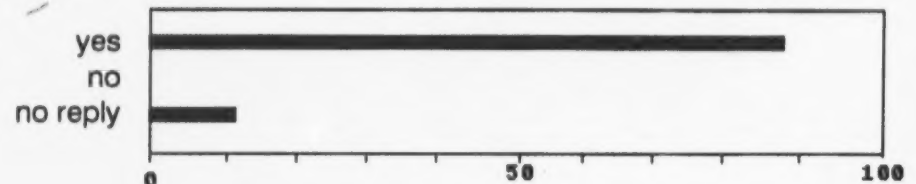
1. Should we make the Great Teachers Retreat an annual event?



2. If so, would you be willing to serve as a facilitator at subsequent mini-retreats or on-campus events?



3. Should we hold other retreats using a similar format to deal with college issues?



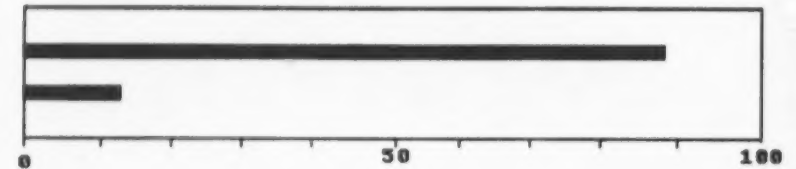
Appendix 9

DIVISION CHAIRS' RETREAT 5/10-12/89

percent of responses

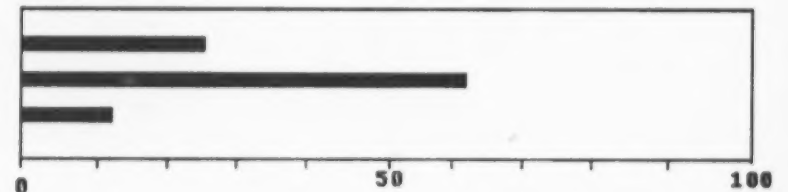
1. The consultant's knowledge of the subject was

excellent
no reply



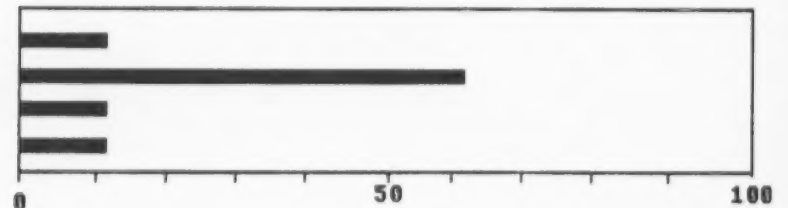
2. Management techniques presented by the consultant were

extremely valuable
quite useful
somewhat useful



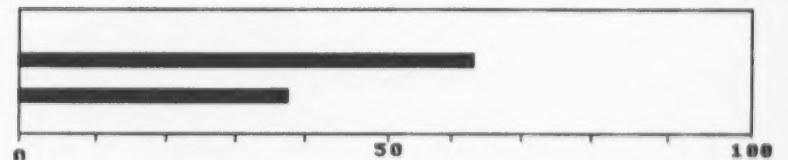
3. The sessions on creating, controlling, and developing an agenda for change were

extremely valuable
valuable
somewhat valuable
no reply



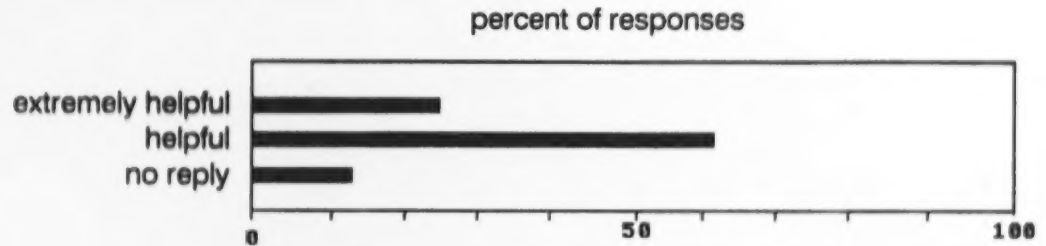
4. The sessions on managing conflict and conflict resolution were

extremely valuable
valuable

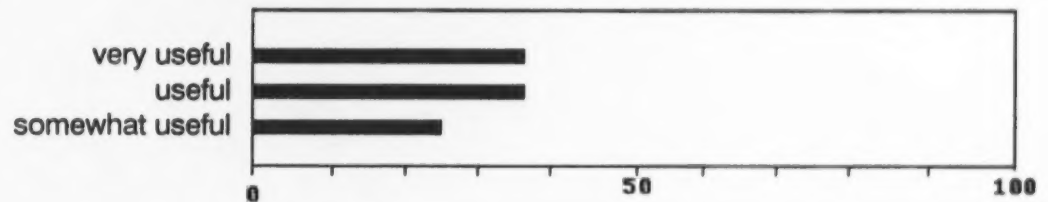


DIVISION CHAIRS' RETREAT (CONTINUED)

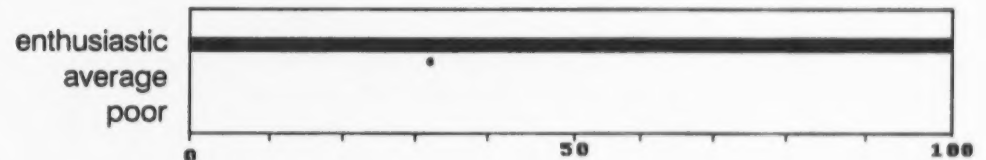
5. The session on difficult people in difficult situations was



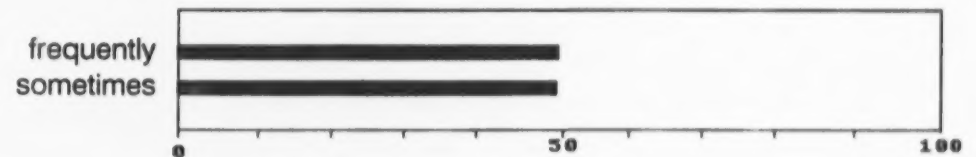
6. The session on intrapreneurship was



7. Participant involvement in the sessions was



8. Techniques presented by the consultant can be applied

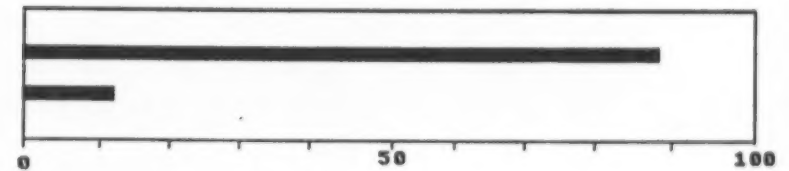


MANAGING THE PUBLIC 4/7/89

percent of responses

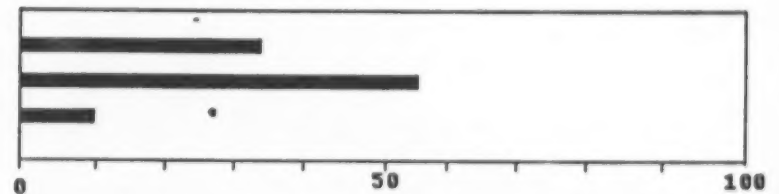
1. The speaker's knowledge of the subject was

excellent
good



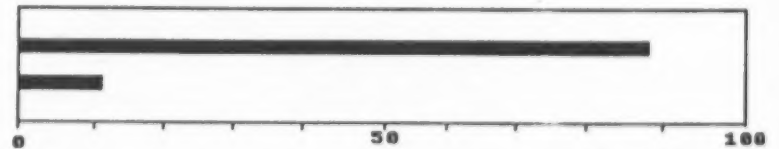
2. Handout materials were

extremely useful
definitely helpful
somewhat helpful



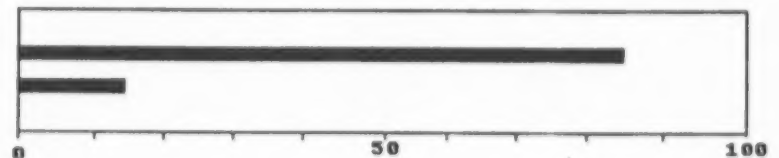
3. The speaker was effective

throughout the presentation
most of the time



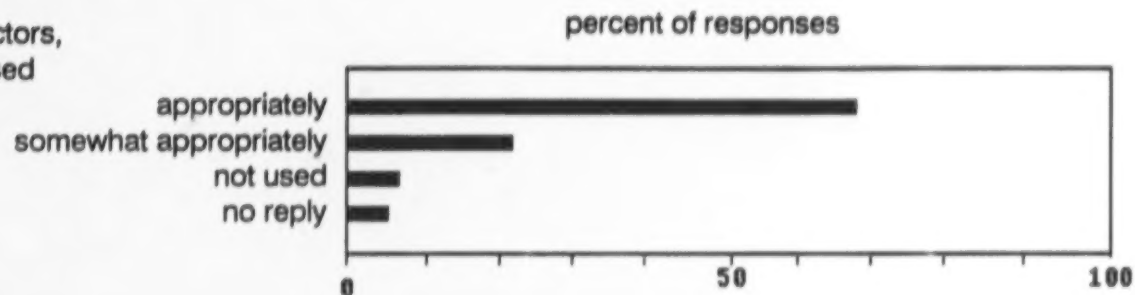
4. The speaker involved the audience

frequently
some of the time

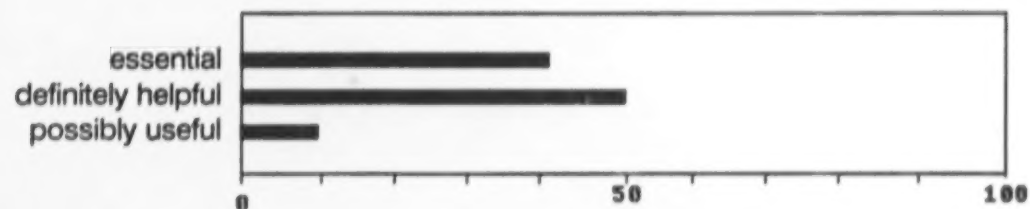


MANAGING THE PUBLIC (CONTINUED)

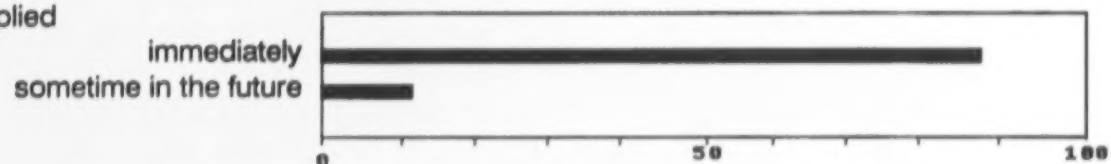
5. Audio-visual aids (overhead projectors, flip charts, handouts, etc.) were used



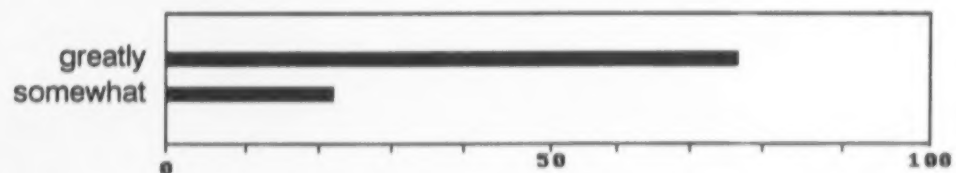
6. Related to my assignment at the college, the information provided was



7. The information provided can be applied



8. Application of this information to instructional college, or administrative services, should help students

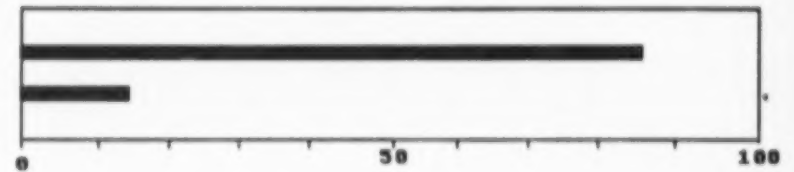


VALUES ACROSS THE CURRICULUM 4/6/89

percent of responses

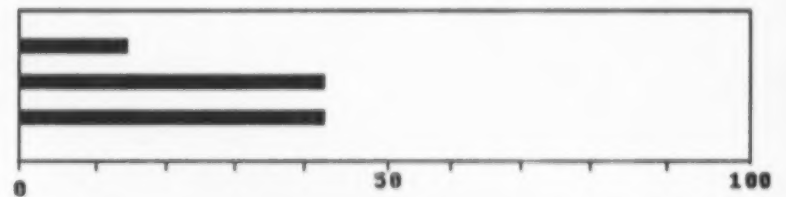
1. The speaker's knowledge of the subject was

excellent
good



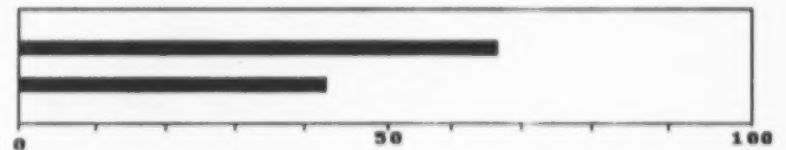
2. Handout materials were

definitely helpful
don't know
no reply



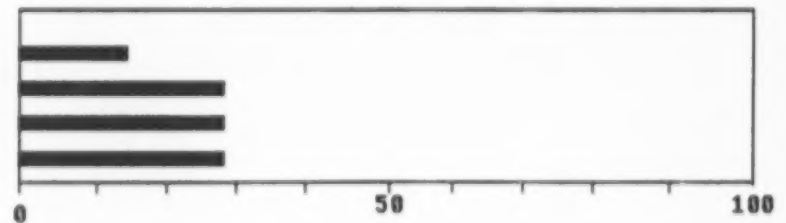
3. The speaker was effective

throughout the presentation
most of the time



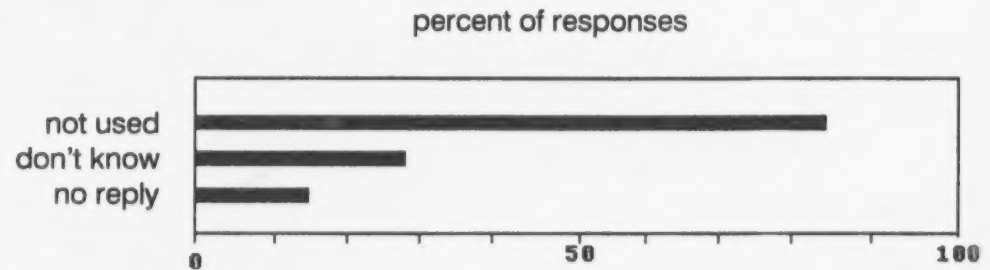
4. The speaker involved the audience

frequently
some of the time
very little
none of the time

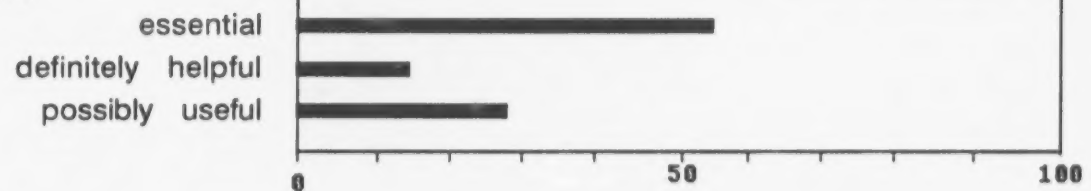


VALUES ACROSS THE CURRICULUM (CONTINUED)

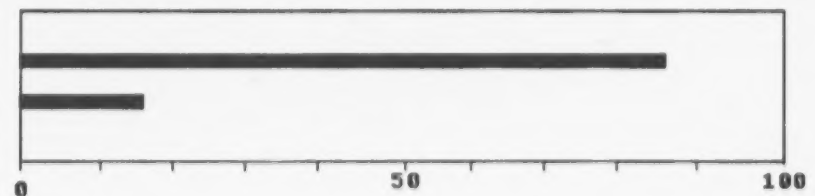
5. Audio-visual aids (overhead projectors, flip charts, handouts, etc.) were used



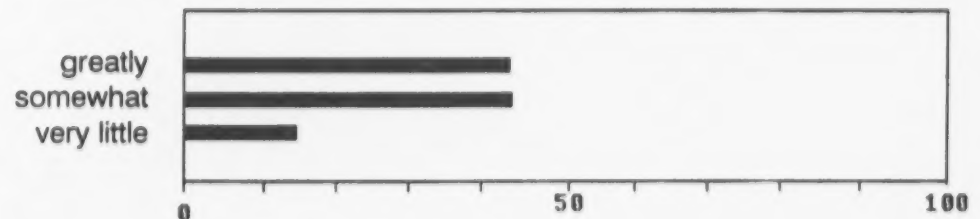
6. Related to my assignment at the college, the information provided was



7. The information provided can be applied
immediately
sometime in the future



8. Application of this information to instructional college, or administrative services, should help students



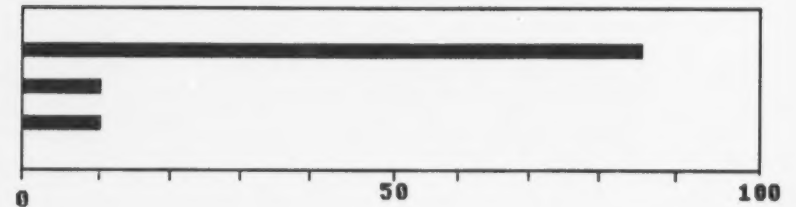
Appendix 12

MAXINE HONG KINGSTON 5/4/89

percent of responses

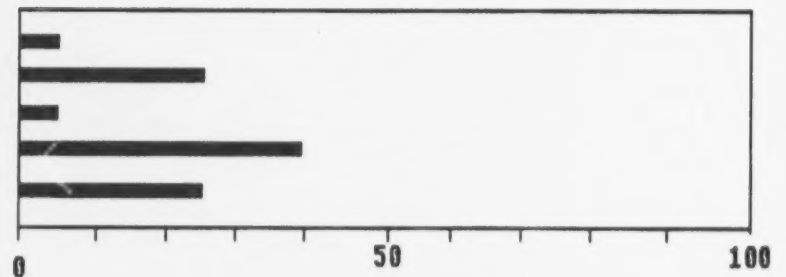
1. The speaker's lecture/reading was

excellent
good
fair

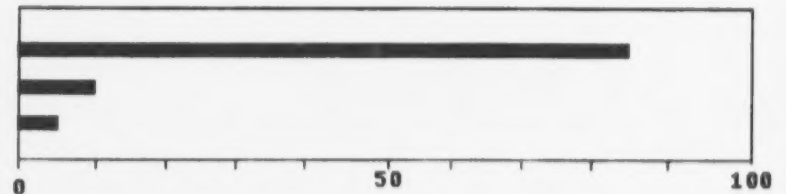


2. Ideas discussed at the workshop were

extremely useful
definitely helpful
somewhat helpful
not needed
no reply

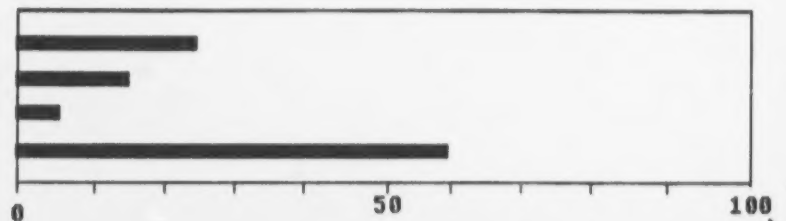


3. During the lecture/reading, the speaker was effective
throughout the presentation
most of the time
don't know



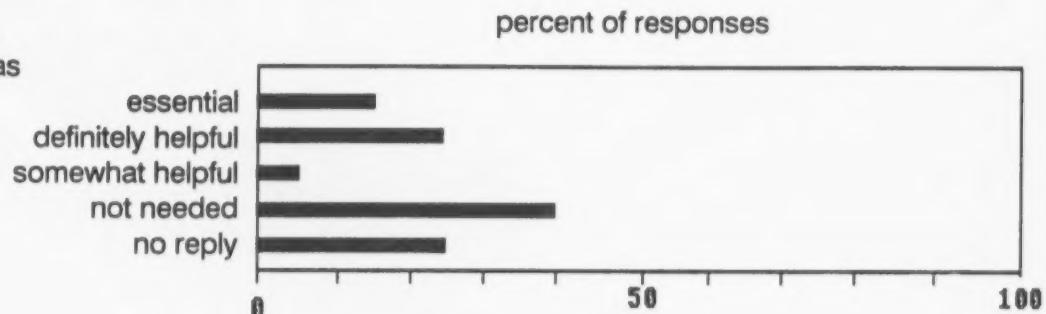
4. During the workshop, the speaker involved the participants

frequently
some of the time
very little
did not attend

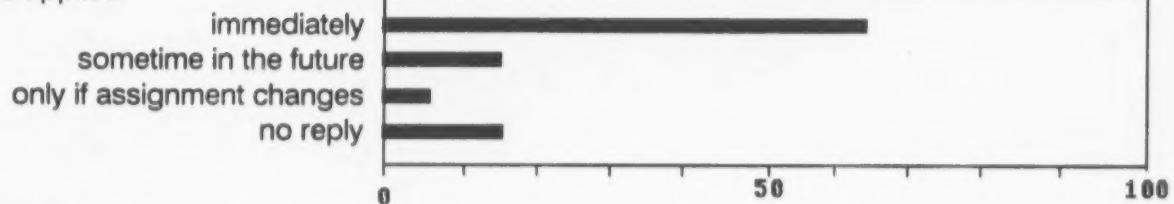


MAXINE HONG KINGSTON (CONTINUED)

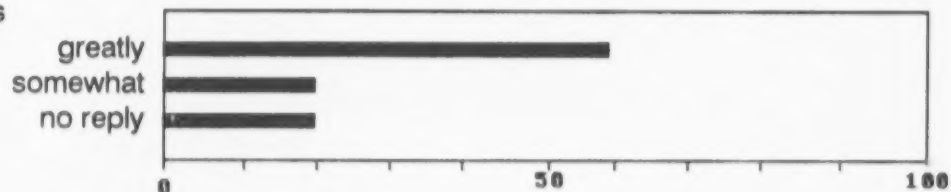
5. Related to my assignment at the college,
the inter-cultural information provided was



6. The information provided can be applied



7. Appropriate application of this information to
specific situations involving instructional college,
or administrative services, should help students

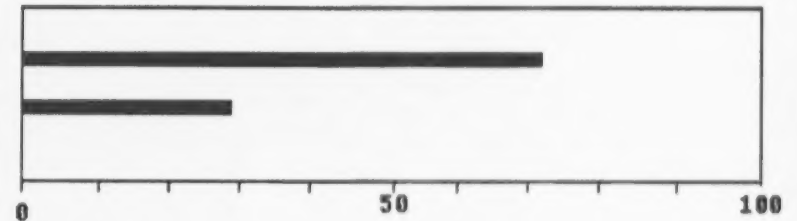


CRITICAL THINKING MINI-RETREAT 4/22/89

percent of responses

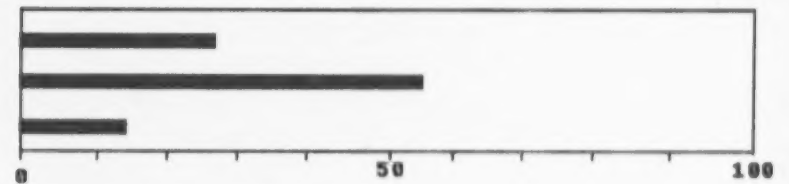
1. The speaker's knowledge of the subject was

excellent
good
fair



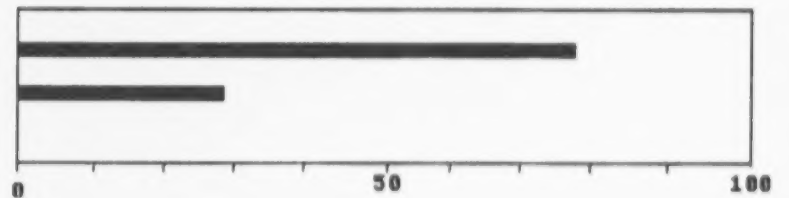
2. Handout materials were

extremely useful
definitely helpful
don't know



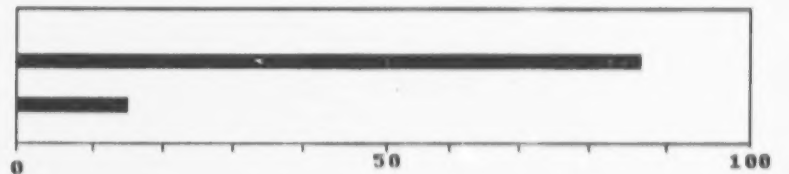
3. The speaker was effective

throughout the presentation
most of the time
part of the time



4. The speaker involved the audience

frequently
some of the time

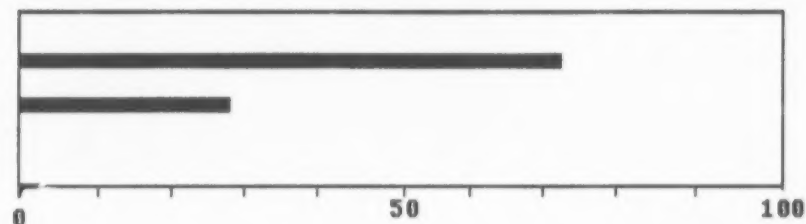


CRITICAL THINKING MINI-RETREAT (CONTINUED)

5. Audio-visual aids (overhead projectors, flip charts, handouts, etc.) were used

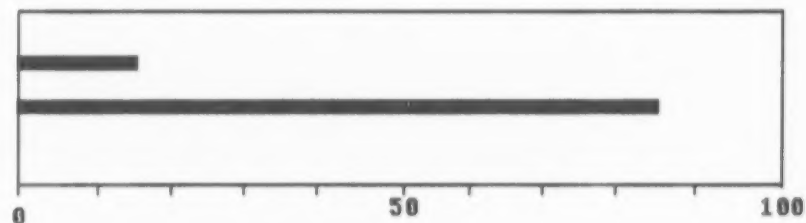
appropriately
somewhat appropriately
no reply

percent of responses



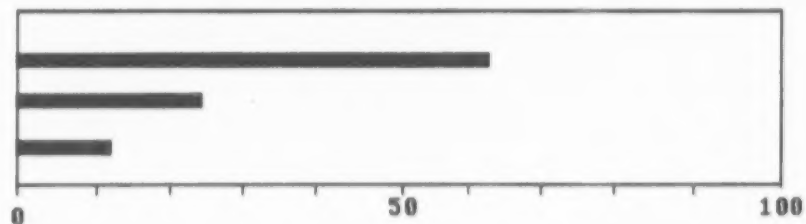
6. Related to my assignment at the college, the information provided was

essential
definitely helpful
possibly useful



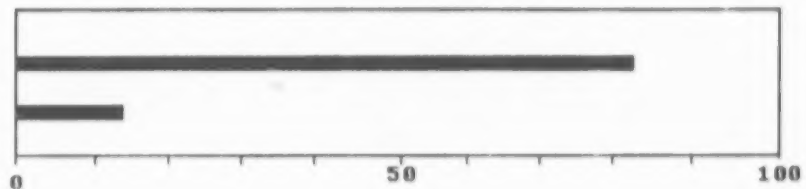
7. The information provided can be applied

immediately
sometime in the future
don't know



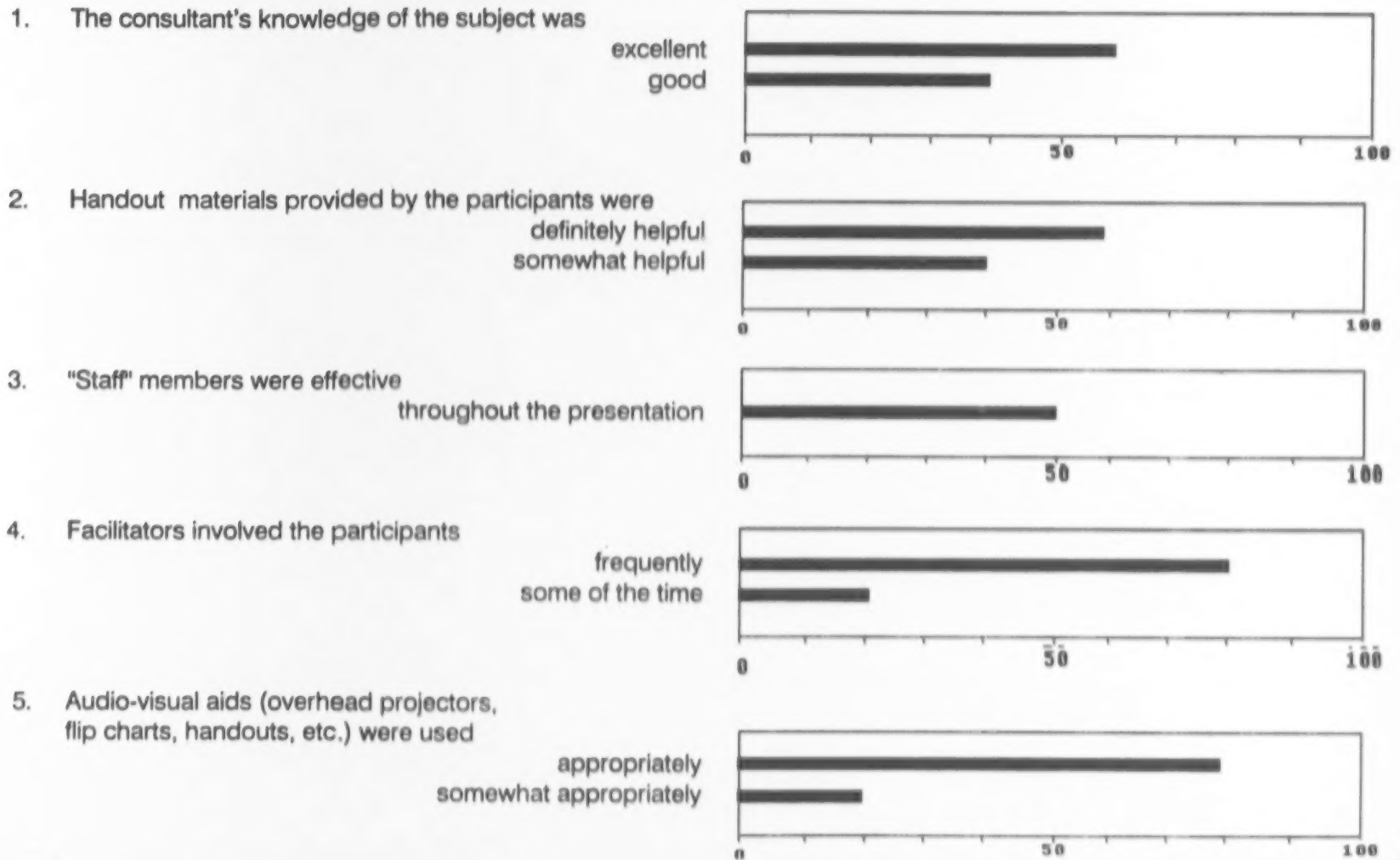
8. Application of this information to instructional college, or administrative services, should help students

greatly,
somewhat,



THE GREAT TEACHERS MINI-RETREAT 5/6/89

percent of responses

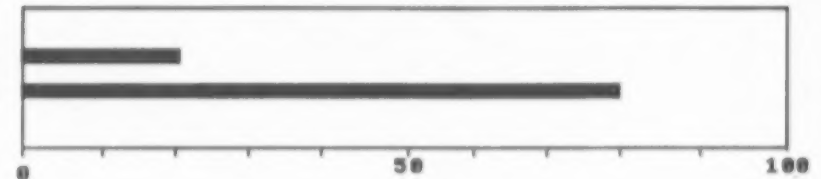


GREAT TEACHERS RETREAT (CONTINUED)

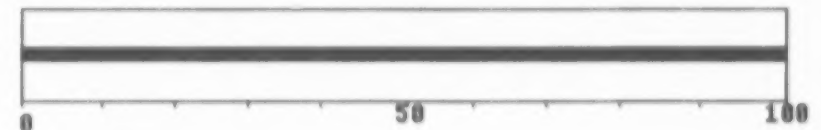
percent of responses

6. Related to my assignment at the college, the information provided and techniques demonstrated were

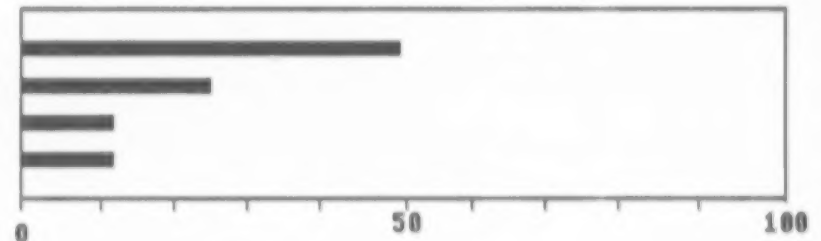
essential
definitely helpful



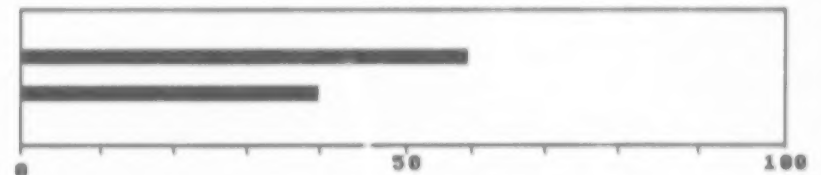
7. The information/ideas provided can be applied immediately



8. Based on my participation in the retreat, I intend to make the following changes in my teaching
- modify classroom activities
 - change syllabus
 - introduce different exam procedures
 - others

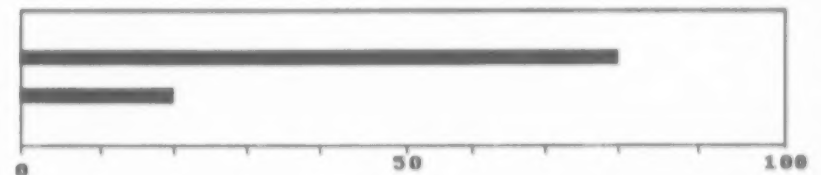


9. Application of ideas and information gained from the retreat may be used to improve instructional services
- greatly
 - somewhat



10. Long-term results of the retreat should affect faculty morale

greatly
somewhat

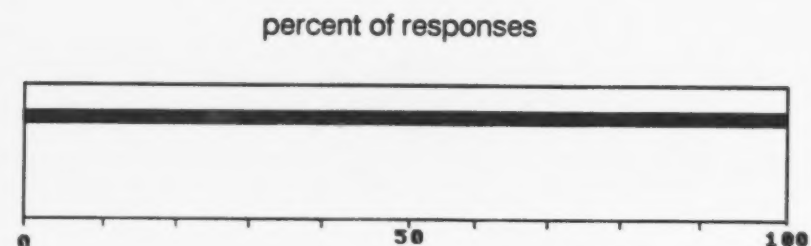


GREAT TEACHERS RETREAT (CONTINUED)

Future Planning

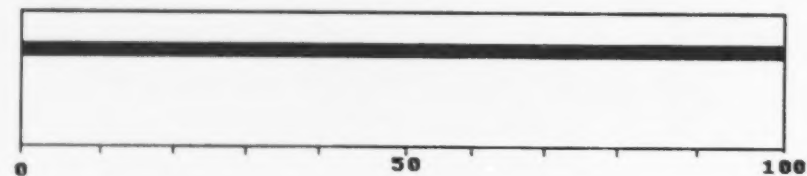
1. Should we make the Great Teachers Retreat an annual event?

yes
no
no reply



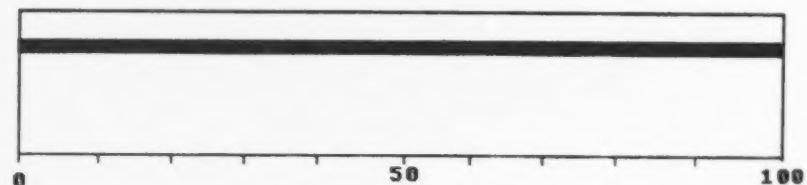
2. If so, would you be willing to serve as a facilitator at subsequent mini-retreats or on-campus events?

yes
no
no reply



3. Should we hold other retreats using a similar format to deal with college issues?

yes
no
no reply



Appendix 15

COMPUTER TRAINING NEEDS SURVEY

The Faculty/Staff Computer Center in cooperation with the Staff Development Advisory Subcommittee would appreciate your completing this survey and returning it to Wally High's mailbox.

We are aware that many of you want more computer training, and we want to know precisely what your specific needs and wants are. This information is essential for us to plan a training program for the Spring Semester.

Please write suggestions on the back of this page. Thanks for helping.

Your position is: Classified _____
 Certificated _____
 Administrative _____

Full time _____
 Part time _____

Your computer experience: Your experience has been with:

None to a little _____
 A little to some _____
 Some to intermediate _____
 Intermediate to advanced _____

IBM or compatibles _____
 Apple _____
 Macintosh _____
 A combination _____

Would you be interested in taking a course in any of the following during the Spring Semester or the Summer Session? Most of these courses are scheduled in two-hour blocks for a total of 6 or 8 hours. Please check all areas of interest.

	IBM	Macintosh
Introduction to computers	_____	_____
Wordprocessing	_____	_____
Spreadsheets (numerical analysis)	_____	_____
Database and list management	_____	_____
Desktop publishing	_____	_____
Graphics presentations	_____	_____

Computer users with some experience should indicate software programs they want to learn. We could conduct 2 to 4 hour seminars that include demonstrations and hands-on trials of programs for the purpose of getting a person started with a given program.

IBM Software		Macintosh Software	
WordPerfect 5.0	_____	Microsoft Works	_____
WordPerfect Library	_____	Microsoft Word	_____
Lotus 1-2-3	_____	Power Point	_____
Microsoft Windows	_____	MacDraw	_____
Excel	_____	MacWrite	_____
PageMaker	_____	Excel	_____
Designer	_____		

¹This course is 32 hours and offers faculty one unit of in-service credit. The IBM section can be offered only during the Summer because of limited facilities.

Q&A (Wordprocessing and list management) _____
WordStar 5.0 _____
Grammatic III _____
Other _____

Over

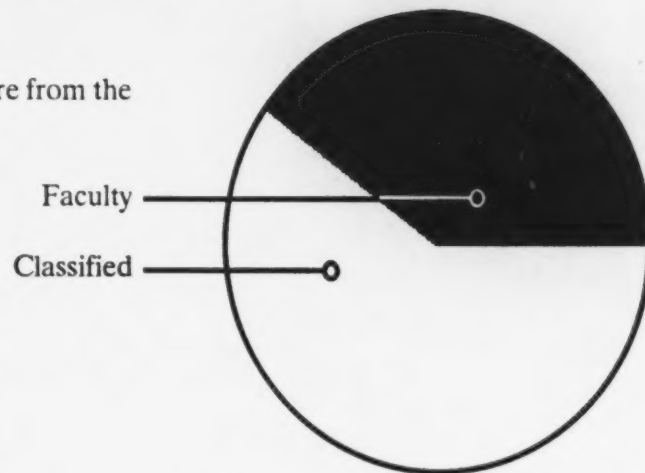
What hours are most convenient for you to attend sessions? (We are limited to weekdays and Saturdays when computer labs are not scheduled for classes. Please indicate preferred hours.)

Weekdays _____

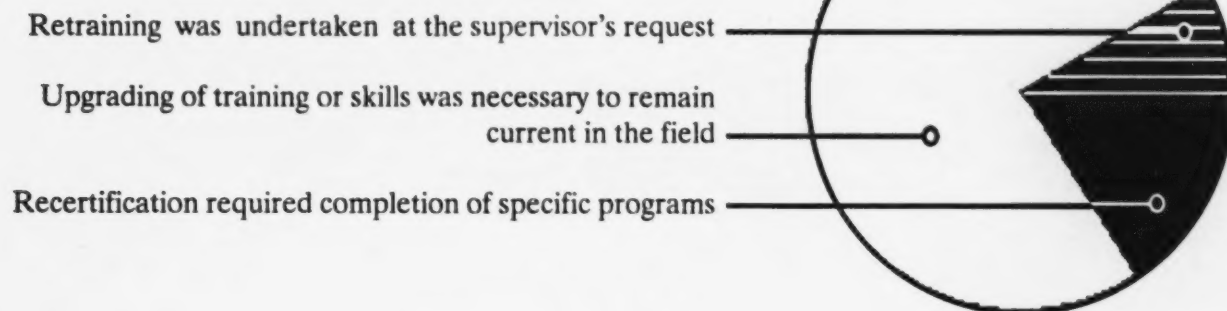
Saturdays _____

Tuition Support Evaluation

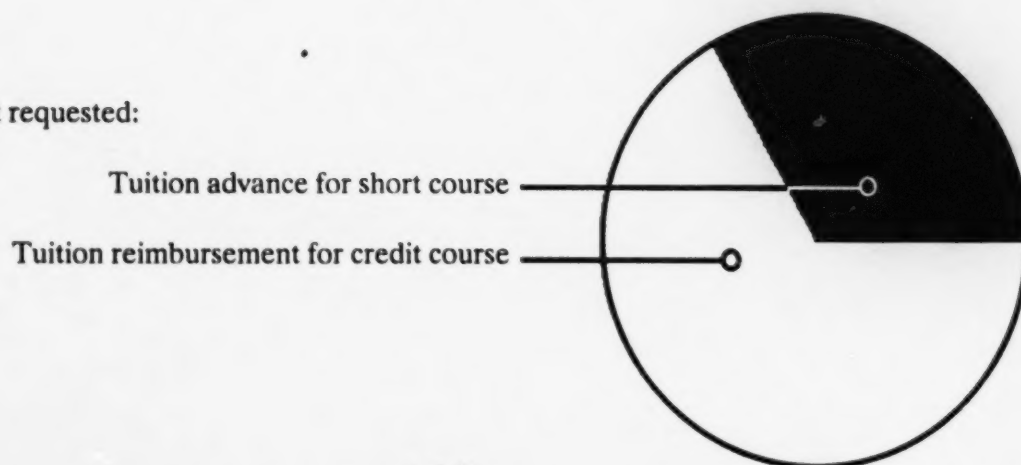
Participants in the tuition support program were from the following categories:



Tuition support was provided in the following instances:



Type of support requested:

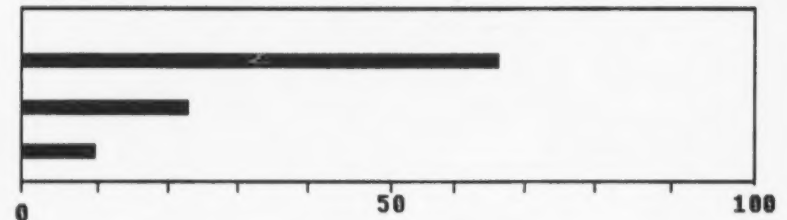


AFFIRMATIVE ACTION WORKSHOP - 6/26/89

percent of responses

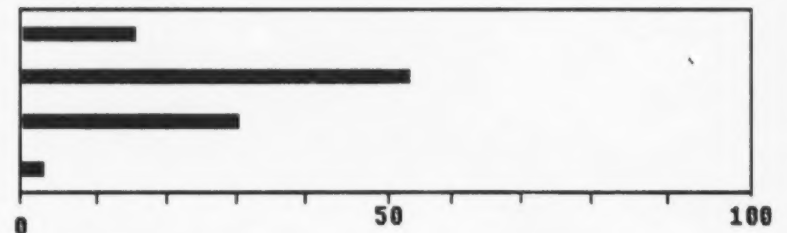
1. The speaker's knowledge of the subject was

excellent
good
fair



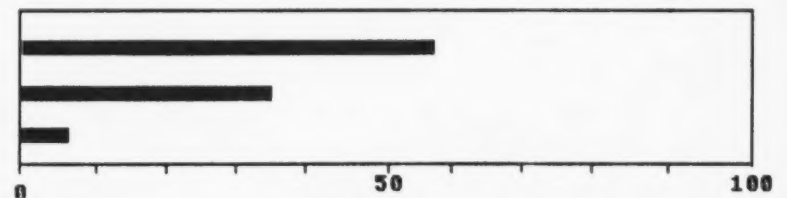
2. Handout materials were

extremely useful
definitely helpful
somewhat helpful
not needed



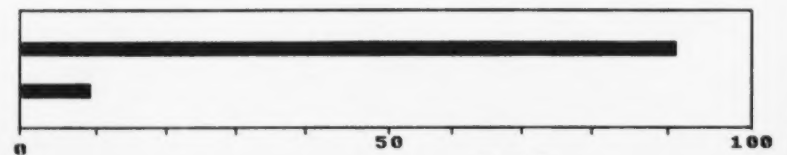
3. The speaker was effective

throughout the presentation
most of the time
part of the time



- 4.. The speaker involved the audience

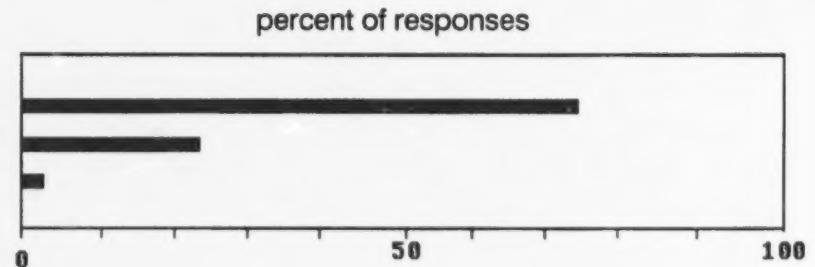
frequently
some of the time



AFFIRMATIVE ACTION WORKSHOP (CONTINUED)

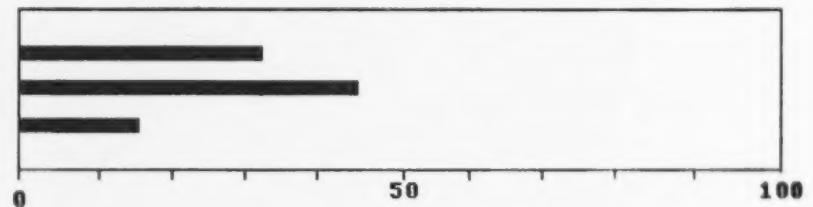
5. Audio-visual aids (overhead projectors, flip charts, handouts, etc.) were used

appropriately
somewhat appropriately
no reply



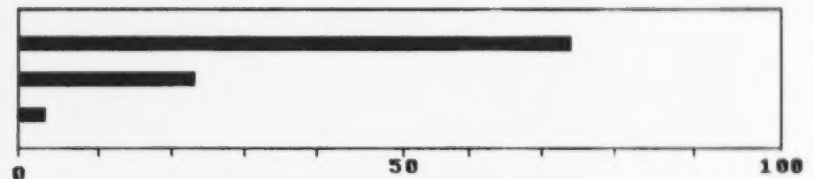
6. Related to my assignment at the college, the information provided was

essential
definitely helpful
possibly useful



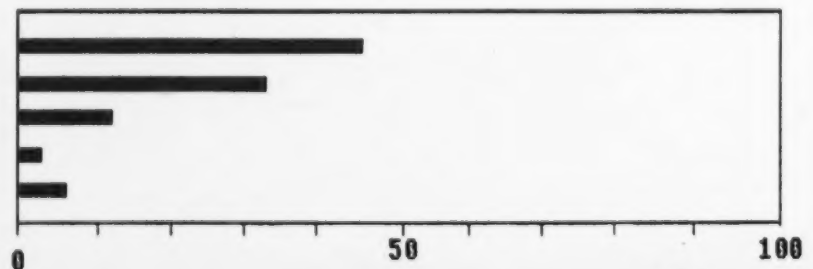
7. The information provided can be applied

immediately
sometime in the future
don't know



8. Application of this information to instructional college, or administrative services, should help students

greatly
somewhat
very little
not at all
don't know



Glendale Community College

Staff Development

EVENT EVALUATION

Title of Event _____ Date _____

Speaker/Leader _____

Please provide helpful feedback so that the Staff Development Program can better respond to your professional development needs. Complete each statement by choosing the answer that best describes your views.

Content

- ___ 1. The speaker's knowledge of the subject was (a) excellent, (b) good, (c) fair, (d) poor, (e) don't know.
- ___ 2. Handout materials were (a) extremely useful, (b) definitely helpful, (c) somewhat helpful, (d) not needed, (e) don't know.

Process

- ___ 3. The speaker was effective (a) throughout the presentation, (b) most of the time, (c) part of the time, (d) none of the time, (e) don't know
- ___ 4. The speaker involved the audience (a) frequently, (b) some of the time, (c) very little, (d) none of the time, (e) don't know.
- ___ 5. Audio-visual aids (overhead projectors, flip charts, handouts, etc.) were used (a) appropriately, (b) somewhat appropriately, (c) inappropriately, (d) not used, (e) don't know.

Application

- ___ 6. Related to my assignment at the college, the information provided was (a) essential, (b) definitely helpful, (c) possibly useful, (d) not needed, (e) don't know.
- ___ 7. The information provided can be applied (a) immediately, (b) sometime in the future, (c) only if my assignment changes, (d) never, (e) don't know.
- ___ 8. Application of this information to instructional, college, or administrative services, should help students (a) greatly, (b) somewhat, (c) very little, (d) not at all, (e) don't know.

Comments

Signature _____

Please complete and return this form with a copy of the district conference report.
This form must be *typed*. It will become part of a permanent record.

Evaluation of Conference/Seminar

Name _____

Title of Conference/Seminar _____

Location _____ Date(s) _____

1. How do you plan to disseminate or use the information gained from the conference or seminar?

_____ share with colleagues (explain) _____
_____ present in-class lecture (list course) _____
_____ revise course content (list course) _____
_____ change teaching techniques (state how) _____
_____ change college operational procedures (explain) _____
_____ improve service area (specify) _____
_____ other (specify) _____

2. What institutional benefit could ensue from your participation or attendance?

_____ networking with new contacts at other institutions (identify) _____
_____ ideas for research, publication, or grant proposal (briefly describe) _____
_____ broadened scope of knowledge in subject or assignment area (specify) _____

3. How might your attendance help to improve the delivery of educational services?

_____ improve teaching (explain) _____
_____ streamline operations; e.g., registration, financial aids, etc. (explain) _____
_____ improve counseling/advisement (state how) _____
_____ other (specify) _____

4. How might your attendance improve student outcomes?

_____ enhance intercultural understanding
_____ improve critical thinking ability
_____ increase knowledge of computer use
_____ lessen test anxiety
_____ improve ability to plan or forecast
_____ increase knowledge of interdisciplinary connections
_____ improve study skills or learning techniques

Signature_____
Date

CONFVAL.FRM 10/3/89

Please complete and return this form with a copy of the district conference report.
This form must be *typed*. It will become part of a permanent record.

Evaluation of Training/Retraining

Name _____

Course Title _____

Location _____ Date(s) _____

1. How do you plan to disseminate or use the information gained from the course, seminar, or training?

_____ share with colleagues (explain) _____
_____ present in-class lecture (list course) _____
_____ revise course content (list course) _____
_____ change teaching techniques (state how) _____
_____ change college operational procedures (explain) _____
_____ improve service area (specify) _____
_____ other (specify) _____

2. What institutional benefit could ensue from your participation or attendance?

_____ networking with new contacts at other institutions (identify) _____
_____ ideas for research, publication, or grant proposal (briefly describe) _____
_____ broadened scope of knowledge in subject or assignment area (specify) _____

3. How might your attendance help to improve the delivery of educational services?

_____ improve teaching (explain) _____
_____ streamline operations; e.g., registration, financial aids, etc. (explain) _____
_____ improve counseling/advisement (state how) _____
_____ other (specify) _____

4. How might your attendance improve student outcomes?

_____ enhance intercultural understanding
_____ improve critical thinking ability
_____ increase knowledge of computer use
_____ lessen test anxiety
_____ improve ability to plan or forecast
_____ increase knowledge of interdisciplinary connections
_____ improve study skills or learning techniques

Signature_____
Date

TUITEVAL.FRM 10/3/89